

Memorandum

To: General Faculty
Date: January 23, 2019
Regarding: Faculty Senate Agenda for January 25, 2019 in Nursing 106

1. Call to Order
2. Roll Call
3. Approval of Minutes from December 7, 2018 ([Addendum I](#))
4. Committee Reports

Committee I: Undergraduate Programs Committee (Jeffrey Zamostny, Chair)

Action Items (Addenda II-IV; [Addendum II](#), items A, B, and C):

- A) College of Science and Mathematics
 - 1) Department of Physics
 - a) [PHYS 1111L: Introductory Physics I Laboratory](#)
Request: Modify
 - b) [PHYS 2212L: Principles of Physics II Laboratory](#)
Request: Modify
- B) College of Arts and Humanities
 - 1) Department of History
 - a) [Bachelor of Science with a Major in History](#)
Request: Add
- C) College of Social Sciences
 - 1) Department of Mass Communications
 - a) [Bachelor of Science with a major in Film and Video Production](#)
Request: Add
 - b) [COMM 3366: The Business of Film](#)
Request: Add
 - c) [COMM 4408: Producing for Film and Video](#)
Request: Add
 - d) [COMM 4409: Directing for Film and Video Production](#)
Request: Add

D) College of Education (**[Addendum III, items a-f](#)**, and **[Addendum IV, items g-q](#)**)

1) Department of Sport Management, Wellness, and Physical Education

- a) [Minor in Nutrition Promotion and Education](#)
Request: Add
- b) NUTR 3100: Lifecycle Nutrition and Disease Management
Request: Add
- c) NUTR 3200: Sports Nutrition
Request: Add
- d) NUTR 3300: Nutrition-Focused Operational Management
Request: Add
- e) NUTR 4100: Nutrition Education and Counseling
Request: Add
- f) NUTR 4200: Fundamentals of Nutrition Policy
Request: Add
- g) [Sport Management, B.S.](#)
Request: Modify
- h) [SPMG 4005: Diversity and Inclusion in Sport](#)
Request: Add
- i) [SPMG 4010: Sport Event Management](#)
Request: Add
- j) [SPMG 4015: Fitness Management](#)
Request: Add
- k) [SPMG 4020: Foundational Management of Intercollegiate Athletics](#)
Request: Add
- l) [SPMG 4025: International Sport](#)
Request: Add
- m) [SPMG 4030: Sales and Promotion in Sport](#)
Request: Add
- n) [SPMG 4035: Social Media and Sport](#)
Request: Add
- o) [SPMG 4040: Sport Analytics and Fan Engagement](#)

Request: Add

- p) [SPMG 4045: Sport Management Entrepreneurship in Sport](#)

Request: Add

- q) [CMWL 3401: Technology in Health and Community Wellness](#)

Request: Add

Committee X: Rules Committee (Susana Velez-Castrillon, Chair)

Action Items (Addendum V):

A) *UWG Faculty Handbook*

1) 103, Evaluation Process

- a) 103.0201, Formation and Operation of Faculty Promotion and Tenure Evaluation Committees

Request: Modify

- b) 103.0202, Dean's Evaluation

Request: Modify

- c) 103.0203, The Provost and Vice President for Academic Affairs' Evaluation

Request: Modify

- d) 103.0204, Final Approval

Request: Modify

5. Old Business

6. New Business

7. Announcements

A) Senate Liaison Reports

B) National Survey of Student Engagement (NSSE), Becky de Mayo

8. Adjournment

Addendum I

Faculty Senate
Draft Meeting Minutes
December 7, 2018

1. Call to order

Chair Butler called the meeting to order at 3:04 p.m.

2. Roll call

Present:

Bohannon, Branyon, Chwialkowska, Cormican, Dahms (Hunt, sub.), DeFoor (Hollingsworth sub.), Dutt, Edelman, Elman, Geyer, Green, Hansen (Khan, sub.), Hipchen, Hoang, Hong, Johnson, Khodkar, Lee, McKendry-Smith, Merrem, Miller, Moon, Morris (Crean, sub.), Neely, Nickell, Ogletree (Griffin), Pashia, Perryman, Pidhainy, Rees, Stanfield, Remshagen, Richter, Robinson, Scremin, Snipes, Sterling, Tweraser, Vasconcellos, Wadlington, Zamostny, and Zot

Absent:

Abrokwa, Barbour, Bertau, Faucette, Fleming, Penco, Reber, Rutledge, and Velez-Castrillon

3. Approval of Minutes from November 9, 2018

Minutes approved unanimously by voice vote.

4. Committee Reports

Committee I: Undergraduate Programs Committee (Jeffrey Zamostny, Chair)

Action Items:

A) College of Arts and Humanities

1) Department of English and Philosophy

a) ENGL 3415: Multimodal Composition in the Workplace

Request: Add

Item approved unanimously

b) ENGL 4415: Ethics and Practice of Workplace Writing

Request: Add

Item approved unanimously

c) GFA 1000: Introduction to On-Set Production

Request: Add

Item approved unanimously

d) GFA 2000: Film and Television Production Internship

Request: Add

Item approved unanimously

e) GFA 2010: Set Construction and Scenic Planning

Request: Add

Item approved unanimously

f) GFA 2020: Lighting and Electric

Request: Add

Item approved unanimously

g) GFA 2030: Grip and Rigging

Request: Add

Item approved unanimously

h) GFA 2040: Post Production

Request: Add

Item approved unanimously

i) GFA 2050: Introduction to Special Makeup Effects

Request: Add

Item approved unanimously

j) GFA 2060: Production Accounting

Request: Add

Item approved unanimously

2) Department of History

a) HIST 4301: Latin American Women

Request: Add

Item approved unanimously

b) HIST 4302: Introduction to Digital History

Request: Add

Item approved unanimously

c) HIST 4303: History of the Caribbean

Request: Add

Item approved unanimously

d) HIST 4580: American Foodways

Request: Add

Item approved unanimously

B) College of Social Sciences

1) Department of Mass Communications

a) Mass Communications, B.S.

Request: Modify

Item approved unanimously

2) Department of Political Science

a) POLS 3110: Political Parties

Request: Add

Item approved unanimously

C) College of Education

1) Department of Sport Management, Wellness, and Physical Education

a) Physical Education, B.S.Ed.

Request: Modify

Item approved unanimously

b) PHED 2100: Introduction to Sports, Coaching, Fitness, and Recreation

Request: Add

Item approved unanimously

c) PHED 2605: Functional Anatomy

Request: Add

Item approved unanimously

d) PHED 3725: Human Movement Studies

Request: Add

Item approved unanimously

e) PHED 3730: Current Issues in Health and Physical Education

Request: Add

Item approved unanimously

f) Health and Community Wellness, B.S.

Request: Modify

Item approved unanimously

g) CMWL 2200: Social Determinants of Health and Wellness

Request: Add

Item approved unanimously

h) CMWL 3210: Healthy Eating and Nutrition

Request: Add

Item approved unanimously

i) CMWL 3220: Principles and Foundations of Health Promotion, Education, and Program Evaluation

Request: Add

Item approved unanimously

j) CMWL 3230: Exercise Leadership

Request: Add

Item approved unanimously

k) CMWL 3240: Current Issues and Trends in Fitness and Wellness Leadership

Request: Add

Item approved unanimously

l) CMWL 4103: Applied Research Methods in Health and Community Wellness

Request: Add

Item approved unanimously

m) Coaching Minor

Request: Add

Item approved unanimously

n) PHED 4640: Coaching the Mental Side of Sport

Request: Add

Item approved unanimously

o) SPMG 4000: Collegiate Recreation

Request: Add

Item approved unanimously

Committee II: Graduate Programs Committee (Colleen Vasconcellos, Chair)

Action Items:

A) College of Arts and Humanities

1) Department of History

a) HIST 6580: American Foodways

Request: Add

Item approved unanimously

B) College of Education

1) Department of Leadership, Research, and School Improvement

a) School Improvement, Ed.D.

Request: Modify

Item approved unanimously

2) Department of Communication Sciences and Professional Counseling

a) Speech Language Pathology, M.Ed.

Request: Modify

Item approved unanimously

C) Tanner Health System School of Nursing

1) Health Systems Leadership Post-Master's Certificate, Clinical Nurse Leader

Request: Modify

Item approved unanimously

D) College of Social Sciences

1) Department of Anthropology

a) ANTH 5950: Directed Research

Request: Modify

Item approved unanimously

5. Old Business

6. New Business

7. Announcements

A) Senate Liaison Reports

B) Dr. Nadya Williams, QEP Update

In her annual report to the Senate on the progress of the QEP, Dr. Williams shared the common rubric raters used to score 300 artifacts randomly chosen from QEP-designated first-year courses. She then discussed results of the assessment, which evinced that our students can adequately comprehend, can structure logical arguments fairly well, and need improvement in critical thinking and problem solving. Such results coincide with Bloom's Taxonomy which highlights lower order thinking skills as more easily acquired than higher order skills. This year Dr. Williams's team will include data from QEP courses at the sophomore level to compare and contrast student performance at different levels and to examine trends in student work over time.

C) Dr. Kyle Marrero, FY 2020 Budget Discussion (**Figure One**)

UWG is engaged in a three-year process of eliminating the undergraduate e-tuition differential. Last year, 33.3% was reduced, and this year will see the same reduction. Consequently, UWG has planned a budget that includes those positions impacted by the loss of revenue, which totals approximately \$1.6M for FY20. This is our number one budget priority. UWG's second priority is funding Promotion and Tenure at approximately \$250,000, recurring. Priority three and four include faculty and staff equity salary increases (\$900,000) and approximately \$890,000 in new faculty and staff positions. The most likely scenario for FY20 is an allocation and possible CPI level tuition increase resulting in recurring funds to cover priorities one and two only. We will know the outcome of the FY20 budget in April 2019.

Of note: while UWG has not experienced enrollment decline since 2010, UWG is experiencing a significant change in enrollment makeup. The student cohort receiving coursework through electronic delivery is growing at a much faster rate than the overall growth rate of the total student population. As a result, there is a growing population of students exempted from paying mandatory fees. Thus, Auxiliary units on campus are experiencing reduced revenues.

8. Adjournment

Dr. Butler adjourned the last Senate meeting of fall 2018 at 3:47 p.m.

*Respectfully submitted,
Dr. Angela Insenga
Professor of English
Executive Secretary of Faculty Senate and the General Faculty*

Figure One

**University of West Georgia
FY2020 Budget Request**

| FTE | Item | Total |
|------------------------------------|---|--------------------|
| <i>Convert eTuition Positions:</i> | | |
| 1 | Accounting Lecturer | \$70,272 |
| 1 | Biology Lecturer | \$62,176 |
| 1 | Criminology Lecturer | \$48,719 |
| 1 | Management Lecturer | \$77,077 |
| 1 | Biology Limited Term Instructor | \$57,239 |
| 1 | Sports Mgmt/Wellness Limited Term Instructor | \$52,739 |
| 1 | Criminology Limited Term Instructor | \$53,614 |
| 0.75 | Graduate School Records Coordinator | \$40,182 |
| 1 | DL Academic Instructional Support Specialist | \$68,494 |
| 1 | DL Web Developer Associate | \$74,732 |
| 0.24 | Math Tenure Track Faculty | \$18,470 |
| 1 | ITS Web Developer | \$77,709 |
| 0.23 | DL UWG Online Help Desk Manager | \$20,285 |
| 0.41 | ITS Manager of Application Develop. and Support | \$49,051 |
| 0.86 | SAEM License Professional Counselor | \$63,079 |
| 1 | DL Instructional Designer | \$78,201 |
| 0.17 | DL Instructional Designer | \$8,638 |
| 1 | DL Help Desk Representative - Associate | \$53,578 |
| 1 | ITS Client Services Manager | \$67,297 |
| 1 | Nursing Instructional Designer | \$76,539 |
| 1 | Nursing Departmental Associate | \$53,149 |
| 1 | RCOB Academic Advisor (staff) | \$52,420 |
| 1 | DL Academic Instructional Support Specialist | \$78,706 |
| 1 | Library Department Assistant | \$39,008 |
| 0.75 | Biology Lab Coordinator | \$33,544 |
| 1 | Library Department Assistant | \$44,865 |
| 1 | Library Department Assistant | \$44,385 |
| | COE Faculty Director Stipends (2) | \$31,250 |
| 0.5 | COE Tenured Department Chair | \$44,190 |
| 0.44 | Sociology Department Assistant | \$17,678 |
| 0.72 | Wolf Radio General Manager | \$46,917 |
| 25.07 | eTuition Funded Conversion | \$1,604,203 |
| <i>New Funding Request:</i> | | |
| | Faculty Promotion & Tenure | \$250,000 |
| | Salary Equity - Faculty & Staff | \$900,000 |
| 1 | Associate Professure Tenure Track Elementary Ed | \$77,700 |

| | | |
|--------------|---|--------------------|
| 1 | Assistant Professor Tenuare Track Community Health | \$77,700 |
| 1 | Instructor Sports Management | \$71,200 |
| 1 | Assistant Professor Political Science | \$75,200 |
| 1 | Director BSN to 12 mos | \$20,888 |
| 1 | Bursar Call Center | \$38,665 |
| 1 | Center for Adult Learners/Veterans (CALV) Staff Ass | \$52,340 |
| 1 | Counselor Access Services | \$60,048 |
| 1 | IT Security Administrator | \$113,950 |
| 1 | Access Control Technician | \$57,300 |
| 1 | Biology Instructor | \$68,500 |
| 1 | Administrator Budget Supprt-AA | \$55,385 |
| 1 | Coordinator CSI | \$47,120 |
| 1 | Associate Director - Enrollment Services | \$74,169 |
| 14 | New Funding Total | \$2,040,165 |
| 39.07 | Total Funding Requested | \$3,644,368 |

Addendum II

PHYS - 1111L - Introductory Physics I Laboratory

2019-2020 Undergraduate Revise Course Request

Curriculum Proposal

- Modifications (Check all that apply)***
- Course Title (list new title in imported boxes below)
 - Prerequisites
 - Corequisites
 - Cross-listing
 - Catalog Description (list new description in imported box below)
 - Credit Hours (list new credit hours in imported boxes below)
 - Student Learning Outcomes
 - Restrictions
 - Frequency
 - Grading
 - Fee
 - Repetition
 - Other

If other, please identify.

Course Prefix* PHYS

Course Number* 1111L

Course Title* Introductory Physics I Laboratory

Long Course Title Introductory Physics I Laboratory

Lec Hrs* 0

Credit Hrs* 1

Lab Hrs* 3

Course Type* Physics

College - School/Department* Department of Physics

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

Frequency 3

Grading* Undergraduate Standard Letter

Revised Prerequisites

Revised Corequisites

Revised Cross-listing

Revised Student Learning Outcomes

Revised Restrictions

Revised Fee

Revised Frequency

Revised Grading

Revised - Is this course repeatable for credit? Yes No

If yes, how many times?

Modification Comments* Currently, PHYS 1111L is listed as (0/2/1)--it is a one-credit hour course that meets for two hours a week. We would like to change it to (0/3/1), which mirrors what we do for PHYS 2211L. For the past four years, we have used computer-based labs in this course, and we have found that these labs take longer for students to complete than our previous lab curriculum. They also take longer for students to set up and dismantle than the previous equipment. In order for students to get the most out of these experiments, we need to increase the number of hours that they are in the lab.

Present or Projected Annual Enrollment* 200

Planning Info* Library Resources are Adequate Library Resources Need Enhancement

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

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2011 2019

Is Senate Review Required?* Yes No

Administrative Use Only - DO NOT EDIT

PHYS - 2212L - Principles of Physics II Laboratory

2019-2020 Undergraduate Revise Course Request

Curriculum Proposal

- Modifications (Check all that apply)***
- Course Title (list new title in imported boxes below)
 - Prerequisites
 - Corequisites
 - Cross-listing
 - Catalog Description (list new description in imported box below)
 - Credit Hours (list new credit hours in imported boxes below)
 - Student Learning Outcomes
 - Restrictions
 - Frequency
 - Grading
 - Fee
 - Repetition
 - Other

If other, please identify.

Course Prefix* PHYS

Course Number* 2212L

Course Title* Principles of Physics II Laboratory

Long Course Title Principles of Physics II Laboratory

Lec Hrs* 0

Credit Hrs* 1

Lab Hrs* 2

Course Type* Physics

College - School/ Department* Department of Physics

Catalog Course Description* The lab component for PHYS 2212 which must be a co-requisite.

Frequency 3

Grading* Undergraduate Standard Letter

Revised Prerequisites

Revised Corequisites

Revised Cross-listing

Revised Student Learning Outcomes

Revised Restrictions

Revised Fee

Revised Frequency

Revised Grading

Revised - Is this course repeatable for credit? Yes No

If yes, how many times?

Modification Comments* Currently, PHYS 2212L is listed as (0/3/1). However, we have discovered that the labs in PHYS 2212L generally take the students less than 2 hours. In order to optimize the lab space, and the lab coordinator's time, we would like to change PHYS 2212L to (0/2/1)

Present or Projected Annual Enrollment* 100

Planning Info* Library Resources are Adequate Library Resources Need Enhancement

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

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2019

Is Senate Review Required?* Yes No

Administrative Use Only - DO NOT EDIT

Course ID* 24027

Bachelor of Science in History

2019-2020 Undergraduate New Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Program Type* Bachelor

Degree Type* Bachelor of Science

Program Name* Bachelor of Science in History

**College - School/
Department*** Department of History

Program Description* A Bachelor of Science in History program at the University of West Georgia in order to offer students pursuing a history degree the opportunity to learn to use digital technologies in the study, interpretation, and presentation of the past. Those technologies can be applied in the historical discipline in performing quantitative analysis, researching sources, mapping, or presenting the findings of historical research in digital media, such as web-based platforms, digital applications, or film. This new program would afford students the opportunity to tailor their study of history to new realities in the academic discipline and in the broader marketplace. Both the discipline and the marketplace value graduates who have facility with digital technologies.

Rationale* As a regional, comprehensive university, the University of West Georgia is ideally suited to offer this program. The new program would reflect the character of the discipline of history, which has always had one foot in the social sciences and the other in the humanities.

The historical discipline, like other disciplines in the humanities, is increasingly seeking to build students' facility with digital technologies. Digital History, which employs digital technologies in the study of the past, has grown up over the last twenty years from its start with initiatives like the Virginia Center for Digital History, founded in 1998. The Roy Rosenzweig Center for History and New Media at George Mason University has been at the forefront of effort to bring history into the digital age. The discipline has increasingly employed digital technology and worked to help students master those techniques. The Department of History at the University of Missouri-Kansas City, for example, emphasizes its offerings in digital history, which it defines as "the use of digital media technologies – the computer, the internet, and software – to further historical instruction, presentation, research, and interpretation." UMKC's Department of History is one of the recipients of a grant from the American Historical Association as part of the AHA's and Mellon Foundation's Career Diversity for Historians initiative. Digital History is a dynamic academic field. It has witnessed the completion of the first fully digital dissertation in the historical discipline.

Although much of this work in digital history has proceeded in the Ph.D. or the B.A., we believe that a Bachelor of Science degree would provide the best opportunity for students to focus on the skills necessary to apply digital tools

to the discipline. Most of the history programs within the USG are Bachelor of Arts degrees, which reflects a long-standing tradition in the discipline, which fits comfortably within the humanities. Our research discovered only three B.S. programs within the USG that include history, all of which have an interdisciplinary character.

The Bachelor of Arts program in History currently offered at UWG does not specifically aim to provide students with digital skills. The Department of History is committed to continuing to offer the existing B.A. degree in History. It would like to offer students interested in studying the past an alternative pathway to pursue that interest. The B.S. degree would reflect the rich character of the historical discipline, which belongs both to the humanities and to the social sciences.

The University of West Georgia should offer this program, because it has the faculty and other resources to support it, as well as students interested in pursuing it. A main curricular difference between the B.S. degree and the B.A. degree would be in the requirements in Area F. This B.S. degree proposal is designed to encourage students to take courses from the related computer science, GIS, social sciences, and mathematics disciplines to develop their skills using digital technology. The Department of History would offer a new course HIST 4302 Digital History to teach students to apply those skills within the historical discipline. The department would further adapt its existing offerings, including HIST 2302 The Historian's Craft: Methodology and HIST 4484 Senior Seminar to teach students to apply those methods.

Faculty in the Department of History here at UWG have long used digital technologies in their own research and teaching. The department has already offered courses on Digital History in the past. UWG History faculty have developed digital history projects as means of sharing their historical research and training students in the use of digital technologies. The expansion over the years of the department's fully online course offerings further reflects its faculty's facility with the techniques of digital history. The proposed new program reflects an effort to train students in the use of digital technologies more systematically and intentionally.

The proposed program would not require additional resources.

Program Learning Outcomes*

The B.S. in History program will have one learning outcome in addition to the existing learning outcomes for the B.A. degree: Students will demonstrate ability to effectively utilize digital technologies in the study, interpretation, and presentation of the past.

Students will acquire that skill through Area F 1000 and 2000-level courses, through a new required History course HIST 4302 Digital History, and in HIST 4484 Senior Seminar.

Students would not be required to complete the Core Area D Science major options.

HIST 2302 The Historian's Craft: Methodology will examine the complex character of the historical discipline as both a social science and one of the humanities, as exemplified in the two different degree options.

One additional course would be required of all students pursuing the B.S. degree: HIST 4302 Digital History.

Digital approaches will be infused in upper-level HIST courses.

In the capstone course HIST 4484 Senior Seminar, B.S. students will create work that demonstrates the ability to use digital technologies in the study, interpretation, and presentation of the past. In many cases, these products will be digital artifacts along with a five-page written essay explaining them. B.S. students thus will have the option to create a capstone work that differs from the 20-25 page research paper making an original historical argument based on research in primary and secondary sources that the B.A. program requires.

The extent to which students pursuing the B.S. degree have in fact mastered the required learning outcome will be assessed in the Senior Seminar course. The following rubric will be applied:

- 4 (exceeds expectations):
 - Utilizes digital technologies effectively to access, interpret, and present the past.
 - Project reflects thoughtful interpretive and presentation choices.
 - Project has flawless functionality and complies with accessibility requirements.
- 3 (proficient):
 - Utilizes digital technologies to access, interpret, and present the past, but with some minor problems.
 - Project reflects choices in interpretation and presentation, but those choices are not always well-considered.
 - Functionality and accessibility are generally smooth, but there may be some minor problems.
- 2 (developing):
 - Utilizes digital technologies to access, interpret, and present the past, but with some serious problems.
 - Project reflects choices in interpretation or presentation, but not across all aspects; choices are not thoughtful.
 - Serious problems in functionality and accessibility.
- 1 (does not meet expectations):
 - Fails to utilize digital technologies to access, interpret, and present the past.
 - Project reflects no real choices with respect to interpretation or presentation
 - The project does not function and fails to meet requirements for accessibility.

| | |
|---|---|
| <p>Is this a School of Nursing Program?* <input type="radio"/> Yes <input checked="" type="radio"/> No</p> <p>Program Location* Carrollton</p> <p>Desired Effective Semester* Fall</p> <p>Status* <input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden</p> <p>Is the addition/change related to core, honors, or XIDS courses?* <input type="radio"/> Yes <input checked="" type="radio"/> No</p> <p>Assessment Plan* <input checked="" type="checkbox"/> Assessment Plan has been attached <input type="checkbox"/> Assessment Plan is not required (minor is a part of an existing major)</p> <p>Prospective Curriculum*</p> <p>Attach Program Map* <input checked="" type="checkbox"/> Program Map has been attached.</p> <p>Check all that Significant departure from previously approved programs</p> | <p>Is this a College of Education Program?* <input type="radio"/> Yes <input checked="" type="radio"/> No</p> <p>Desired Effective Year* 2019</p> |
|---|---|

apply to this program* New instructional site at which more than 50% of program is offered
 None of these apply

**SACSCOC
Comments**

Attach Program Proposal* Program Proposal has been attached N/A (minor, embedded certificate)

**Academic Year
Program Map
Bachelor of Science (B.S.) in History
4 Year B.S.**

| YEAR 1 | | | |
|--|-----------|--|-----------|
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| ENGL 1101 (Core Area A) | 3 | ENGL 1102 (Core Area A) | 3 |
| FL1001 (Core Area F1) | 3 | FL1002 (Core Area F2) | 3 |
| MATH 1000-level (Core Area A) | 3 | HIST 1000/2000 (Core Area E1 or E2) | 3 |
| HIST 1000/2000 (Core Area E1 or E2) | 3 | Lab Science (Core Area D1) (3+1) | 4 |
| Core Area B1 Class | 3 | Core Area B2 Class | 2 |
| | | | |
| SEMESTER TOTAL | 15 | SEMESTER TOTAL | 15 |
| Milestones | | Milestones | |
| <ul style="list-style-type: none"> • Complete ENGL 1101 with grade of C or higher. • Complete FL 1001. • Earn 15 or more credit hours | | <ul style="list-style-type: none"> • Complete ENGL 1102 with grade of C or higher. • Complete FL 1002; FL requirement complete. • Complete Core Area A. • Complete Core Area B. • Earn 15 or more credit hours. | |
| YEAR 2 | | | |
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| HIST 1000/2000 (Core Area F2) | 3 | HIST 1000/2000 (Core Area F2) | 3 |
| POLS 1101 (Core Area E3) | 3 | Science/Math Class (Core Area D2) | 3 |
| Science/Math Class(Core Area D2) | 3 | Core Area C2 Class | 3 |
| Core Area C1 Class | 3 | HIST 2302 (Methodology) | 3 |
| Core Area E4 Class | 3 | Core Area F3 Class | 3 |
| t | | | |
| SEMESTER TOTAL | 15 | SEMESTER TOTAL | 15 |
| Milestones | | Milestones | |
| <ul style="list-style-type: none"> • Complete Core Area E. • Earn 15 or more credit hours | | <ul style="list-style-type: none"> • Complete Core Area C. • Complete Core Area D. • Earn 15 or more credit hours. | |

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

| YEAR 3 | | | |
|--|-----------|---|-----------|
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| Core Area F3 Class | 3 | HIST 3000/4000 | 3 |
| HIST 4302 (Digital History) | 3 | HIST 3000/4000 | 3 |
| HIST 3000/4000 | 3 | HIST 3000/4000 | 3 |
| HIST 3000/4000 | 3 | Minor | 3 |
| Minor | 3 | Elective | 3 |
| | | | |
| SEMESTER TOTAL | 15 | SEMESTER TOTAL | 15 |
| Milestones | | Milestones | |
| <ul style="list-style-type: none"> Complete Core Area F. Core Curriculum completed. Earn 15 or more credit hours. | | <ul style="list-style-type: none"> Earn 15 or more credit hours. | |
| YEAR 4 | | | |
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| HIST 3000/4000 | 3 | HIST 4484 (Sr. Seminar) | 3 |
| HIST 3000/4000 | 3 | HIST 3000/4000 | 3 |
| Minor | 3 | Minor | 3 |
| Minor | 3 | Elective | 3 |
| Elective | 3 | Elective | 3 |
| | | | |
| SEMESTER TOTAL | 15 | SEMESTER TOTAL | 15 |
| Milestones | | Milestones | |
| <ul style="list-style-type: none"> Earn 15 or more credit hours. | | <ul style="list-style-type: none"> Complete B.S. degree. | |

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

**Academic Year
Program Map
Bachelor of Science (B.S.) in History
5 Year B.S.**

| YEAR 1 | | | |
|--|-----------|---|-----------|
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| ENGL 1101 (Core Area A) | 3 | ENGL 1102 (Core Area A) | 3 |
| FL1001 (Core Area F1) | 3 | FL1002 (Core Area F2) | 3 |
| MATH 1000-level (Core Area A) | 3 | HIST 1000/2000 (Core Area E1 or E2) | 3 |
| HIST 1000/2000 (Core Area E1 or E2) | 3 | Core Area B1 Class | 3 |
| | | | |
| SEMESTER TOTAL | 12 | SEMESTER TOTAL | 12 |
| Milestones | | Milestones | |
| <ul style="list-style-type: none"> • Complete ENGL 1101 with grade of C or higher. • Complete FL 1001. • Earn 12 or more credit hours | | <ul style="list-style-type: none"> • Complete ENGL 1102 with grade of C or higher. • Complete FL 1002; FL requirement complete. • Complete Core Area A. • Earn 12 or more credit hours. | |
| YEAR 2 | | | |
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| Lab Science (Core Area D1) (3+1) | 4 | HIST 1000/2000 (Core Area F2) | 3 |
| Core Area B2 | 2 | Science/Math Class (Core Area D2) | 3 |
| HIST 1000/2000 (Core Area F2) | 3 | POLS 1101 (Core Area E3) | 3 |
| Core Area C1 Class | 3 | Core Area E4 Class | 3 |
| | | | |
| SEMESTER TOTAL | 12 | SEMESTER TOTAL | 12 |
| Milestones | | Milestones | |
| <ul style="list-style-type: none"> • Complete Lab Science class. • Complete Core Area B. • Earn 12 or more credit hours. | | <ul style="list-style-type: none"> • Complete Core Area E. • Earn 12 or more credit hours. | |

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

| YEAR 3 | | | |
|--|-----------|--|-----------|
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| HIST 2302 (Methodology) | 3 | HIST 4302 (Digital History) | 3 |
| Core Area C1 Class | 3 | HIST 3000/4000 | 3 |
| Science/Math Class (Core Area D2) | 3 | Core Area F3 Class | 3 |
| Core Area F3 Class | 3 | Core Area C2 Classr | 3 |
| | | | |
| SEMESTER TOTAL | 12 | SEMESTER TOTAL | 12 |
| Milestones | | Milestones | |
| <ul style="list-style-type: none"> Complete Core Area D. Earn 12 or more credit hours. | | <ul style="list-style-type: none"> Complete Core Area C. Complete Core Area F. Complete Core Curriculum. Earn 12 or more credit hours. | |
| YEAR 4 | | | |
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| HIST 3000/4000 | 3 | HIST 3000/4000 | 3 |
| HIST 3000/4000 | 3 | HIST 3000/4000 | 3 |
| HIST 3000/4000 | 3 | Minor | 3 |
| Minor | 3 | Minor | 3 |
| | | | |
| SEMESTER TOTAL | 12 | SEMESTER TOTAL | 12 |
| Milestones | | Milestones | |
| <ul style="list-style-type: none"> Earn 12 or more credit hours. | | <ul style="list-style-type: none"> Earn 12 or more credit hours. | |
| YEAR 5 | | | |
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| HIST 3000/4000 | 3 | HIST 4484 (Sr. Seminar) | 3 |
| Minor | 3 | HIST 3000/4000 | 3 |
| Elective | 3 | Minor | 3 |
| Elective | 3 | Elective | 3 |
| | | | |
| SEMESTER TOTAL | 12 | SEMESTER TOTAL | 12 |
| Milestones | | Milestones | |
| <ul style="list-style-type: none"> Earn 12 or more credit hours. | | <ul style="list-style-type: none"> Complete B.S. degree. | |

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

CURRICULUM MAPPING TEMPLATE

INSTRUCTIONS

1. Insert your Department (Ex: English, Education, Biology, etc.)
 2. Insert your specific Degree Program (Ex: BA English, BS Education, MA Criminal Justice, etc.)
 3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CHM 6010, etc.)

4. Under each "PL-SLO", list your specific program outcomes. (Ex: Student demonstrates competence in critical thinking)
 5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLOs) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introductory "I", Reinforced "R", or Mastered "M" within the course.

6. Go through and mark with an "M" which courses you will be collecting Assessment Data for.

| DEPARTMENT: | PROGRAM: | COURSES | PL-SLO 1 Demonstrate content knowledge of history | PL-SLO 2 primary and secondary sources for their | PL-SLO 3 ability to research according to historical | PL-SLO 4 writing skills that reflect persuasive | PL-SLO 5 Students will be able |
|-------------|------------|--------------|--|---|---|--|-----------------------------------|
| History | BS History | 1. HIST 2302 | I | I, A | I | I, A | I, A |
| | | 2. HIST 4484 | M, A | M, A | M, A | M, A | M, A |
| | | HIST 3500 | | R | R | R | R |
| | | HIST 4302 | | R | R | R | R, A |
| | | HIST 3326 | | R | R | R | R |
| | | HIST 3327 | | R | R | R | R |
| | | HIST 3341 | | R | R | R | R |
| | | HIST 3342 | | R | R | R | R |
| | | HIST 3318 | | R | I, R | I | I, R |
| | | HIST 3319 | | R | I, R | I | I, R |
| | | HIST 3350 | | R | R | R | R |
| | | HIST 3352 | | R | R | R | R |
| | | HIST 3353 | | R | R | R | R |
| | | HIST 4451 | | R | R, M | R | R |
| | | HIST 4474 | | R | R | R | R |
| | | HIST 4476 | | R | R | R | R |
| | | HIST 4250 | | R | R | R | R |
| | | HIST 4251 | | R | R | R | R |
| | | HIST 4285 | | R | R | R | R |
| | | HIST 4424-W | | R | R, M | R | R |
| HIST 4417 | | R | R | R | R | | |
| HIST 4413 | | R | R | R | R | | |
| HIST 4418 | | R | R | R | R | | |
| HIST 4420 | | R | R | R | R | | |
| HIST 4441 | | R | R | R | R | | |
| HIST 4404 | | R | R | R | R | | |
| HIST 4405 | | R | R | R | R | | |
| HIST 4437 | | R | R | R | R | | |
| HIST 4445 | | R | R | R | R | | |
| HIST 4419 | | R | R | R | R | | |
| HIST 4436 | | R | R | R | R | | |
| HIST 4469 | | R | R | R | R | | |
| HIST 4235 | | R | R | R | R | | |
| HIST 4385 | | R | R | R | R | | |
| HIST 4400 | | R | R | R | R | | |
| HIST 4401 | | R | R | R | R | | |
| HIST 4415 | | R | R | R | R | | |
| HIST 4450 | | R | R | R | R | | |
| HIST 4451 | | R | R | R | R | | |
| HIST 4452 | | R | R | R | R | | |
| HIST 4453 | | R | R | R | R | | |
| HIST 4478 | | R | R | R | R | | |
| HIST 4467 | | R | R | R | R | | |
| HIST 4468 | | R | R | R | R | | |

REINFORCED: STUDENTS ARE EXPECTED TO PRESENT A BASIC LEVEL OF KNOWLEDGE AND FAMILIARITY WITH THE CONTENT OR SKILL AT THE COLLEGE LEVEL. INSTRUCTION AND LEARNING ACTIVITIES CONCENTRATE ON REINFORCING AND EXTENDING COMPETENCY.

MASTERED: STUDENTS ARE EXPECTED TO PRESENT AN ADVANCED LEVEL OF KNOWLEDGE, SKILL, OR COMPETENCY AT THE COLLEGE LEVEL. INSTRUCTIONAL AND LEARNING ACTIVITIES FOCUS ON THE USE OF THE CONTENT OR SKILL IN MULTIPLE CONTEXTS AND AT MULTIPLE LEVELS OF COMPETENCY.

*Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other courses such as surveys.

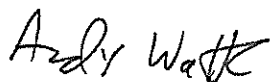
October 10, 2018

Dear Dr. Schroer,

Please accept this letter of support for the Department of History's proposal to create a B.S. Degree in History. I have focused for many years on undergraduate curricula and student learning (especially the student's critical faculties) and professional development in my roles as a faculty member and academic program director at UWG. In doing so, I have read academic literature, consultant reports, employers surveys, and attended regional and national conferences focused on curriculum and academic program design. Based on this, I successfully led the revision of the B.S. Geography program to integrate a research requirement and I created (with help!) the new Bachelor of Interdisciplinary Studies degree. It is on this ground that I write in support of the proposed B.S. History degree.

With its emphasis on the integration of digital technologies, this degree will offer UWG History majors a novel and challenging academic pathway. Specifically, I want to highlight that it will provide UWG students a route into the growing and dynamic interdisciplinary field of digital humanities. As digital humanities scholars have attested, digital technologies and techniques foster new imaginations and enable new modes of inquiry and learning as well as public engagement. A great example of this is the Spatial History Project at Stanford University. Digital humanities scholars also point out that digital technologies facilitate collaboration among scholars trained in disciplines wherein collaboration has traditionally been difficult for perform in practice (due to disciplinary training and acculturation as well as a result of the modes and tools of inquiry). I can attest to this in my own discipline of geography, wherein even scholars who do not specialize in digital cartography, web mapping, and/or Geographic Information Systems, often turn to these as a way of fostering collaboration among academic peers as well as with non-academic communities, resulting in new and different understandings, more open, inclusive, and reflective ways of knowing, implications of research findings, and improved engagement with with various publics. Finally, goes without saying that knowledge and skills in digital technologies, combined with the strong reading, writing, and analytical capabilities of history majors, will serve these students in the job market, whether helping a student get a proverbial "foot in the door" because she can construct visualizations of qualitative data using software or opening up her imagination to, and preparation for, career possibilities in both longstanding and emergent professional fields.

In summary, I strongly support this proposal. It creates a program that maintains the coherence and rigor of the existing B.A. in History while offering a complementary academic pathway for students interested in history.



Andy Walter
Associate Professor
Department of Geosciences & Director of Interdisciplinary Studies
University of West Georgia



United States Department of the Interior



NATIONAL PARK SERVICE
Southeast Regional Office
Atlanta Federal Center
1924 Building
100 Alabama St., SW.
Atlanta, Georgia 30303

Tim Schoer
Department Chair
Public History and Museum Studies Programs
College of Arts and Humanities
University of West Georgia
1601 Maple Street, Carrollton, GA 30118

Dr. Schoer:

I am writing in support of the University of West Georgia's Public History program and their efforts to establish a new Bachelor of Science degree requiring digital humanities skills in lieu of a foreign language.

The advent of computer technology in the workplace opened a world of possibilities for all areas of research. Of course, one automatically thinks of hard sciences, yet all sciences and humanities use technology and data driven, transdisciplinary, computational investigation to enhance the study of humanities.

To provide a Bachelor of Science degree opportunity at the University of West Georgia opens the doors of technological engagement for a diverse range of students, and increases the viability of the university as a leader in the field for the application of digital cultural heritage. The days of paper and book research are not gone; they are enhanced by digital proficiencies.

Sincerely,

Mary Troy 

Mary D. Troy, Chief of Museum and Archival Services
Southeast Regional Office
Atlanta Federal Center
1924 Building
100 Alabama St., S.W.
Atlanta, GA 30303
Office: 404.507.5802
mary_troy@nps.gov



GREENCOURT™

201 Newnan Street
Carrollton, Georgia 30117

September 14, 2018

Tim Schroer
Professor and Department Chair
Department of History
University of West Georgia
1601 Maple Street, Carrollton, Georgia 30118

Dear Professor Schroer:

Offering a Bachelor's of Science Degree in History will be a shock to the status quo. From my perspective, this is a positive shock. I expect you will need evidence to support your plan and I am honored to provide what follows in as much value as you attribute.

Largely, higher education requires students to choose... one or the other. What you propose is a stemming of this tide. Rather than choosing art OR science, a student will be able to choose art AND science. Cribbing from Steve Jobs, I believe that those who change the world are thriving at the intersection of art and science. Art AND Science.

Further, students who are versed in art AND science will be able to tell more compelling stories when the time comes to leave the University. One who has considered, listened, assessed, organized and reported is one who has followed a thread of data through the full cycle. Our company seeks those who have these skills. Thank you for deciding that you will build these skills within students in our region!

With best regards,

Ryan Roenigk

President & Chief Operating Officer
GreenCourt Legal Technologies



Laura T. McCarty, President

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- Pamela Whitten Athens
- Donald Wildsmith Bethlehem

August 22, 2018

Dr. Timothy Schroer, Chair
Department of History
University of West Georgia
TLC 3200
1601 Maple Street
Carrollton GA 30118

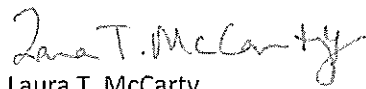
Dear Dr. Schroer:

On behalf of Georgia Humanities, I write to endorse the proposal of the University of West Georgia to add a Bachelors of Science degree option for history majors. This new option would include additional course work in digital history, emphasizing skills such as Geographic Information Systems and other types of data interpretation and modeling that use digital tools. The combination of these skills and coursework in traditional content areas of history will position graduates to be successful in a wide variety of career paths.

Offering the Bachelors of Science in History would also open opportunities for additional interdisciplinary collaboration among faculty who are located in the College of Arts and Humanities and the College of Science and Math. Partnerships and collaborations like this are central to the work of Georgia Humanities and benefit our core programs such as the New Georgia Encyclopedia (<http://www.georgiaencyclopedia.org>).

Georgia Humanities has collaborated with and supported grants to the University of West Georgia Center for Public History for many years. Programs such as the University History Project and the West Georgia Textile Heritage Trail are already benefitting from student work that is informed by GIS and other forms of digital history. Georgia Humanities commends you for finding ways to increase the number of students prepared to be a part of projects that incorporate digital humanities.

Sincerely,


Laura T. McCarty
President

50 Hurt Plaza SE, Ste 595
Atlanta, Georgia 30303
o: 404.523.6220 · f: 404.523.5702
georgiahumanities.org
georgiaencyclopedia.org

14 September, 2018

Tim Schoer
Department Chair
Public History and Museum Studies Programs
College of Arts and Humanities
University of West Georgia
1601 Maple Street
Carrollton, Georgia 30118

Dear Dr. Schoer,

I write to support the History Department's proposal to enhance student opportunities for career alternatives by addressing capabilities offered through technology.

The proposed Bachelor of Science degree is an outstanding response to our changing world. While preserving the essentials of the historical field, the advantages of the digital humanities proficiencies offer a contemporary response to basic, modern needs.

As a West Georgia partner, the Atlanta History Center has offered hands-on workplace opportunities for UWG students. As an historical agency that produces and presents exhibitions, programs, and a wide variety of interpretive means, I see the day-to-day challenges faced by professionals in the field who are not equipped to work competently with digital technology.

Too often, those in the humanities fields are overly dependent on an institution's technology staff. The technology staff, in turn, is often hampered in fully realizing the needs – and vision – of the interpretive staff. The communication barriers are real.

For these reasons, I fully support the proposal to best equip UWG students for today's competitive world.

Sincerely,

Michael Rose
Chief Mission Officer

DEGREE-BACHELOR OF SCIENCE UNIVERSITY OF WEST GEORGIA MAJOR-HISTORY

2019-2020

(Last) (First) (Middle)

US & GA Constitution _____
 US & GA History _____
 Discipline Specific Writing _____

| Course & No. | Hrs. Req. | Hrs. Comp | Hrs. Rem. |
|--|-----------|-----------|-----------|
| CORE CURRICULUM | | | |
| A. Essential Skills-9 | 3 | | |
| ENGL 1101 | 3 | | |
| ENGL 1102 | | | |
| MATH 1001, 1111, 1113, 1634 | 3 | | |
| B. Institutional Priorities-5 | | | |
| 1. Oral Communication- ART 2000, COMM 1110, ENGL 2000, 2050, FORL 1001, 1002, PHIL 2020, THEA 2050, XIDS 1004 | 3 | | |
| 2. Other Priorities- ANTH 1100, ART 2000, BUSA 1900, COMM 1110, CS 1000, 1020, ENGL 2000, 2050, FORL 1001, 1002, LIBR 1101, MUSC 1110, PHIL 2020, THEA 2050, 2001, 2002 | 2 | | |
| C. Humanities-6 | | | |
| 1. Fine Arts- ART 1201, 2201, 2202, ENGL 2060, FILM 2080, MUSC 1100, 1120, THEA 1100, XIDS 2100 | 3 | | |
| 2. Humanities- COMM 1154, ENGL 2110, 2120, 2130, 2180, 2190, FORL 1001, 1002, 2001, 2002, 2200, 2300, PHIL 2010, 2030, XIDS 2100 | 3 | | |
| D. Science, Math & Technology-10 | | | |
| 1. Choose 1 lab sequence from: ANTH 1105, ASTR 2313, BIOL 1010, 1011, 1012, 1013, 1014, 1015, 1107, 1108, CHEM 1100, 1151, 1152, 1211, 1212, 1230, GEOG 1111, 1112, 1113, 2202, 2553, GEOL 1121, 1122, 1123, 2503, 2553, PHYS 1111, 1112, 2211, 2212, XIDS 2201, 2202 | 4 | | |
| 2. Choose any two as stated in catalog as long as no more than two of the three courses in Area D are taken in the same discipline. | 6 | | |
| E. Social Science-12 | | | |
| 1. HIST 1111 or 1112 | 3 | | |
| 2. HIST 2111 or 2112 | | | |
| 3. POLS 1101 | 3 | | |
| 4. Choose one: ANTH 1102, ECON 2100, 2105, 2106, GEOG 1013, 2503, PHIL 2130, POLS 2201, PSYC 1101, SOCI 1101, 1160, XIDS 2300, 2301 | 3 | | |
| F. Major Specific Courses-18 | | | |
| 1. FORL six-credits seq. 1000 or 2000 | 0-6 | | |
| 2. HIST 1111 or 1112 or 2111 or 2112 (whatever has not been taken under Area E, or exempted) | | | |
| 3. ANTH 2001, 2002, 2003, CISM 2201, COMM 2110, CS 1300, 2100, ECON 2105, 2106, GEOG 2010, 2083, 2253, 2553, GFA 1000, LIBR 2100, MATH 1401, 2063, PHIL 2010, 2020, POLS 2601, PSYC 2003, 2220, PSYC 2230 | 3-6 | | |
| 4. HIST 2302 Methodology (requires C or higher) | 3-12 | | |
| | 3 | | |

| | | | |
|-------------------------|----|--|--|
| TOTAL CORE HOURS | 60 | | |
|-------------------------|----|--|--|

| Course & No. | Hrs. Req. | Hrs. Comp | Hrs. Rem. |
|---|-----------|-----------|-----------|
| MAJOR IN HISTORY-30 | | | |
| HIST 4484 (Senior Seminar) (DSW) | 3 | | |
| HIST 4302 Digital History | 3 | | |
| At least one upper-level HIST course in EACH of the following: US History _____ European History _____ World History _____ | | | |
| Five additional electives, chosen from at least two different areas (U.S., Europe, World): HIST _____ HIST _____ HIST _____ HIST _____ HIST _____ | | | |
| At least one of the upper-level history courses or additional electives must be focused on the pre-1800 period. Students must complete two upper-level DSW courses C average or better in history courses | | | |
| | 24 | | |
| MINOR FIELD-15-18 | | | |
| _____ | | | |
| _____ | | | |
| _____ | | | |
| _____ | | | |
| _____ | | | |
| _____ | | | |
| | 15-18 | | |
| ELECTIVES-12-15 | | | |
| _____ | 3 | | |
| _____ | 3 | | |
| _____ | 3 | | |
| _____ | 3 | | |
| _____ | 3 | | |
| | 3 | | |
| TOTAL MAJOR HOURS | 60 | | |
| TOTAL PROGRAM HOURS | 120 | | |

USG ACADEMIC PROGRAM PROPOSAL

(Effective 2/22/18)

Institution: University of West Georgia

Date Completed at the Institution:

Name of Proposed

Program/Inscription: Bachelor of

Science in History

Degree: Bachelor of Science

Major: History

CIP Code: 54010

School/Division/College: COAH

Department: History

Anticipated Implementation Date: August 2019

Requesting Differential Tuition Rate Yes¹ No

Delivery Mode (Check all that apply):

| | |
|---|---|
| On-campus, face-to-face only | x |
| Off-campus location, face-to-face only (specify the location): | |
| Online Only <i>If this program will be offered online, within two weeks after Board approval, the USG institution must upload requisite information into Georgia ONmyLINE using the institutional PDA account. See Appendix II for the specific questions involved for Georgia ONmyLINE.</i> | |
| Combination of on-campus and online (specify whether 50% or more is offered online for SACSCOC) | |
| Combination of off-campus and online (specify whether 50% or more is offered online for SACSCOC) | |
| Hybrid, combination delivery, but less than 50% of the total program is online based on SACSCOC | |
| Contractual Location (specify the location and timeframe/start and end dates): | |

¹ All documents and forms requesting a differential tuition rate must be submitted to the

USG ACADEMIC PROGRAM PROPOSAL
(Effective 2/22/18)

SIGNATURE PAGE

Approval by the President (*“I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution”*):

Approval by Vice President for Academic Affairs or Provost:

Approval by Vice President for Finance/Business (or designee) and contact information:

Approval by Vice President for Facilities (if different from VP- Finance or designee) and contact information:

Acknowledged by Vice President for Enrollment Management (or designee) for Recruitment:

- 1) **Forecast:** If this program was not listed on your one of the past two-year academic forecasts provide an explanation concerning why it was not forecasted, but is submitted at this time.
- 2) **Academic Framework:** Within the context of strategic planning of all resources and divisions within short-term and long-term perspectives, provide a narrative that explains campus leadership review and attention to newly institutionally approved programs within the last four years, low-producing programs, and post-approval enrollment analyses prior to approving the proposed program for submission to the system office.
- 3) **Rationale:** Provide the rationale for proposing the new academic program. (*In other words, does the state need the program; should your institution offer the program; and can your institution develop and implement the program.*)

The state of Georgia needs a Bachelor of Science program at the University of West Georgia in order to offer students pursuing a history degree the opportunity to learn to use digital technologies in the study, interpretation, and presentation of the past. Those technologies can be applied in the historical discipline in performing quantitative analysis, researching sources, mapping, or presenting the findings of historical research in digital media, such as web-based platforms, digital applications, or film. This new program would afford students the opportunity to tailor their study of history to new realities in the academic discipline and in the broader marketplace. Both the discipline and the marketplace value graduates who have facility with digital technologies.

The Bachelor of Arts program in History currently offered at UWG does not specifically aim to provide students with those skills. The Department of History is committed to continuing to offer the existing B.A. degree in History. It would like to offer students interested in studying the past an alternative pathway to pursue that interest. The B.S. degree would reflect the rich character of the historical discipline, which belongs both to the humanities and to the social sciences.

The University of West Georgia should offer this program, because it has the faculty and other resources to support it, as well as students interested in pursuing it. A main curricular difference between the B.S. degree and the B.A. degree would be in the requirements in Area F. This B.S. degree proposal is designed to encourage students to take courses from the related computer science, GIS, social sciences, and mathematics disciplines to develop their skills using digital technology. The Department of History would offer a new course HIST 4302 Digital History to teach students to apply those skills within the historical discipline. The department would further adapt its existing offerings, including HIST 2302 The Historian's Craft: Methodology and HIST 4484 Senior Seminar to teach students to apply those methods.

Faculty in the Department of History here at UWG have long used digital technologies in their own research and teaching. The department has already offered courses on Digital History in the past. UWG History faculty have developed digital history projects as means of sharing their historical research and training students in the use of digital technologies.¹

The expansion over the years of the department's fully online course offerings further reflects its faculty's facility with the techniques of digital history. The proposed new program reflects an effort to train students in the use of digital technologies more systematically and intentionally.

The proposed program would not require additional resources.

- 4) **Mission Fit and Disciplinary Trends:** Description of the program's fit with the institutional mission and nationally accepted trends in the discipline (explain in narrative form). If the program is outside the scope of the institutional mission and sector, provide the compelling rationale for submission.

¹ See, e.g., "The West Georgia Textile Heritage Trail: Telling Stories, Connecting Communities," <http://westgatextiletrail.com/>.

As a regional, comprehensive university, the University of West Georgia is ideally suited to offer this program. The new program would reflect the character of the discipline of history, which has always had one foot in the social sciences and the other in the humanities.

The historical discipline, like other disciplines in the humanities, is increasingly seeking to build students' facility with digital technologies. Digital History, which employs digital technologies in the study of the past, has grown up over the last twenty years from its start with initiatives like the Virginia Center for Digital History, founded in 1998.² The Roy Rosenzweig Center for History and New Media at George Mason University has been at the forefront of effort to bring history into the digital age.³ The discipline has increasingly employed digital technology and worked to help students master those techniques. The Department of History at the University of Missouri-Kansas City, for example, emphasizes its offerings in digital history, which it defines as "the use of digital media technologies – the computer, the internet, and software – to further historical instruction, presentation, research, and interpretation."⁴ UMKC's Department of History is one of the recipients of a grant from the American Historical Association as part of the AHA's and Mellon Foundation's Career Diversity for Historians initiative.⁵ Digital History is a dynamic academic field.⁶ It has witnessed the completion of the first fully digital dissertation in the historical discipline.⁷ Although much of this work in digital history has proceeded in the Ph.D. or the B.A., we believe that a Bachelor of Science degree would provide the best opportunity for students to focus on the skills necessary to apply digital tools to the discipline. Most of the history programs within the USG are Bachelor of Arts degrees, which reflects a long-standing tradition in the discipline, which fits comfortably within the humanities. Our research discovered only three B.S. programs within the USG that include history, all of which have an interdisciplinary character.

5) **Description and Objectives:** Program description and objectives (explain in narrative form).

The B.S. in History program will have one learning outcome in addition to the existing learning outcomes for the B.A. degree: Students will demonstrate proficiency in the use of digital technologies in the study, interpretation, and presentation of the past.

Students will acquire that skill through Area F 1000 and 2000-level courses, through a new required History course HIST 4302 Digital History, and in HIST 4484 Senior Seminar.

The Area F courses would include the following:

ANTH 2001: Introduction to Archaeology
ANTH 2002: Introduction to Cultural Anthropology
ANTH 2003: Introduction to Physical Anthropology
CISM 2201: Foundations of Computer Applications
COMM 2110: Intercultural Communications
CS 1300: Introduction to Computer Science
CS 2100: Introduction to Web Development
ECON 2105: Principles of Macroeconomics
ECON 2106: Principles of Microeconomics
GEOG 2010: Political Geography
GEOG 2083: Introduction to Geographical Analysis

² <https://www.historians.org/publications-and-directories/perspectives-on-history/may-2009/what-is-digital-history>.

³ <https://rrchnm.org/>.

⁴ <http://cas.umkc.edu/history/public-programs/digital-humanities-projects/>.

⁵ <https://www.historians.org/jobs-and-professional-development/career-diversity-for-historians/about-career-diversity>.

⁶ See, e.g., "Digital History Project," <http://digitalhistory.unl.edu/>.

⁷ <https://www.historians.org/publications-and-directories/perspectives-on-history/summer-2017/a-history-dissertation-goes-digital>.

GEOG 2253: Geographies of Economic Development
 GEOG 2553: Introduction to GIS and Mapping Science
 GFA 1000: Introduction to On-Set Film Production
 LIBR 2100: Information Literacy and Research
 MATH 1401: Introduction to Statistics
 MATH 2063: Introductory Statistics
 PHIL 2010: Introduction to Philosophy
 PHIL 2020: Critical Thinking
 POLS 2601: Political Science Methods I
 PSYC 2003: Statistics in Psychology
 PSYC 2220: Qualitative Research Methods
 PSYC 2230: Quantitative Research Methods

- Students would *not* be required to complete the Core Area D Science major options.
- HIST 2302 The Historian’s Craft: Methodology will examine the complex character of the historical discipline as both a social science and one of the humanities, as exemplified in the two different degree options.
- One additional course would be required of all students pursuing the B.S. degree: HIST 4302 Digital History.
- Digital approaches will be infused in upper-level HIST courses.
- In the capstone course HIST 4484 Senior Seminar, B.S. students will create work that demonstrates proficiency in the use of digital technologies in the study, interpretation, and presentation of the past. In many cases, these products will be digital artifacts along with a five-page written essay explaining them. B.S. students thus will have the option to create a capstone work that differs from the 20-25 page research paper making an original historical argument based on research in primary and secondary sources that the B.A. program requires.

6) **Need:** Description of the justification of need for the program. (Explain in narrative form why the program is required to expand academic offerings at the institution, the data to provide graduates for the workforce, and/or the data in response to specific agency and/or corporation requests in the local or regional area, and/or needs of regional employers.) (A list of resources, not exhaustive, is available on the public web link along with the proposal form at: http://www.usg.edu/academic_programs/new_programs)

The job market values graduates who have skills acquired in the liberal arts along with digital technology expertise.⁸ During the period from 2011 to 2016, demand by Georgia employers was especially high for workers with skills in digital technology, and that demand is expected to continue.⁹ The Department of History believes successful graduates of the proposed program will have skills to succeed in a range of occupations. The proposed program would provide preparation for graduates interested in pursuing careers as secondary school teachers (exc spec & career/tech ed), an occupation identified by the Georgia Department of Labor among “Georgia’s Hot Careers to 2026,” with projected annual openings of 2,220 positions over the years from 2016-2026. The Georgia Department of Labor finds that field frequently

⁸ See J. M. Olejarz, “Liberal Arts in the Data Age,” *Harvard Business Review* (July-August 2017): 144-45.

⁹ Metro Atlanta Chamber and Accenture, “Georgia: Your Talent, Your Future,” (2017), 3-4, http://yourtalentyourfuture.org/wp-content/uploads/2017/11/2017_YTYF_Report_-_Final.pdf.
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requires “interacting with computers” of its practitioners.¹⁰ The proposed program would prepare students for success in a growing part of the economy.

- 7) **Demand:** Please describe the demand for the proposed program. Include in this description the supporting data from 1) existing and potential students and 2) requests from regional industries. How does the program of study meet student needs and employer requirements in terms of career readiness and employability, requirements to enter the profession, post-graduate study, and disciplinary rigor at the level required for professional success and advanced educational pursuits? (*In other words, how does the program of study prepare students for the next step?*)

Demand for this program exists among existing and potential students. No two programs are identical, of course, and a variety of factors besides whether a program is a Bachelor of Arts or a Bachelor of Science degree may affect student demand. Evidence suggests that demand among students at UWG for B.S. degrees seems strong.¹¹ Recent trends in the Political Science B.A. and B.S. offerings, compared to the B.A. in History, point to this demand by students. In addition, the Psychology Department at UWG opened a B.S. program to students in 2016-17, which has proven popular with students. The B.A. in Psychology was discontinued at the same time that the B.S. in Psychology was approved.¹² (Note that the Department of History cannot envision discontinuing the B.A. in History.)

| Program | Majors in FY 13-14 | Majors in FY 16-17 | Majors in FY 17-18 | Change over 5 years |
|---------------------|--------------------|--------------------|--------------------|---------------------|
| BA in POLS | 37 | 39 | 38 | +3 percent |
| BS in POLS | 132 | 150 | 177 | +34 percent |
| BA in HIST | 235 | 157 | 144 | -39 percent |
| PSYCH ¹³ | 731 (BA) | 822 (BA & BS) | 825 (BS) | +13 percent |

- 8) **Duplication:** Description of how the program does not present duplication of existing academic offerings in the geographic area, within the system as a whole, and within the proposing institution regardless of academic unit. If similar programs exist, indicate why these existing programs are not sufficient to address need and demand in the state/institution’s service region and how the proposed program is demonstrably different or complementary to other USG degrees and majors.

This program would not duplicate any existing programs within the University System of Georgia. Indeed, it would be the first degree simply titled Bachelor of Science in History in the USG. Three other programs offer related B.S. degrees incorporating History. Kennesaw State University offers a B.S. in History Education, which “is designed to prepare teachers of adolescents.” The program is essentially a double major in “history and . . . pedagogical studies.”¹⁴

The Georgia Institute of Technology offers a B.S. in History, Technology, and Science with a focus on

¹⁰ https://explorer.gdol.ga.gov/vosnet/mis/current/hot_careers_current.pdf.

¹¹ Data from UWG’s Institutional Effectiveness and Assessment website, “Declared Majors,” <https://www.westga.edu/administration/vpaa/iea/declared-majors.php>.

¹² A sunset term evidently was provided allowing students who had already declared a B.A. to complete it.

¹³ Note: includes majors and pre-majors.

¹⁴ <http://chss.kennesaw.edu/historyphilosophy/programs/bshe.php>.
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“building upon a broad-based training in humanities, mathematics, computing, science, and social sciences to further focus on global issues related to the origin and impact of technology and science.”¹⁵

Abraham Baldwin Agricultural College offers a B.S. in History and Government.

Its program “emphasizes critical thinking skills, encourages an appreciation of diverse cultural perspectives, and develops a greater understanding of the issues particular to the rural environment to provide an avenue of self-knowledge, cultural understanding, and social responsibility.”¹⁶ The major requires RLST 3000 Introduction to Rural Studies, as well as other courses in Rural Community Development. The Georgia Tech and ABAC programs reflect the unique character of those two institutions and would be different from the skills-based focus that we propose. Similarly, the program at Kennesaw State University does not have the digital-skills-based focus in the proposed B.S. in History that we propose.

*****Two-step option directions:*** Institutions that prefer to submit a new academic program proposal in two stages are required to answer questions #1 through #8 for system office preliminary review. This half-step will be shared with all system institutions and an affiliated system academic committee similar to practices that occur with a full, one-step proposal.

¹⁵ <http://www.gatech.edu/academics/degrees/bachelors/history-technology-and-society-bs>.

¹⁶ <http://www.abac.edu/wp-content/uploads/2013/01/History-Government.pdf>.
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- 9.) Collaboration:** Is the program in collaboration with another USG Institution, TCSG institution, private college or university, or other entity?
Yes or No X (place an X beside one)

If yes, list the institution below and include a letter of support from the collaborating institution's leadership (i.e., President or Provost and Vice President for Academic Affairs) for the proposed academic program in Appendix I.

- 10.) Admission Criteria:** List the admission criteria for the academic program, including standardized test and grade point average requirements for admission into the program. Also, at what point (e.g., credit hours completed) are students admitted to the program.

The admission criteria will be the same as those for the existing B.A. Students would be admitted to the program upon admission to UWG.

11.) Curriculum

- a.** Specify whether the proposed program requires full-time study only, part-time study only, or can be completed either full time or part time.

The program can be completed either full or part time

- b.** If the proposed program will be offered online, describe measures taken by the academic unit to sufficiently deliver the program via distance education technologies and provide instructional and learning supports for both faculty and students in a virtual environment. Will the program be offered in an asynchronous or synchronous format?
- c.** List the entire course of study required to complete the academic program. Include the course prefixes, course numbers, course titles, and credit hour requirement for each course. Indicate the word "new" beside new courses. Include a program of study.

Bachelor of Science

History, B.S.

Requirements

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

Core Area D must include a laboratory course

Core Area F: 18 Hours

- Foreign language six-credit sequence (1000- or 2000-level), or passing an exemption examination 0-6
- HIST 2302 - The Historian's Craft: Methodology 3
- Courses selected from the list below (no more than 6 hours from any one area) 3-12

ANTH 2001: Introduction to Archaeology

ANTH 2002: Introduction to Cultural Anthropology

ANTH 2003: Introduction to Physical Anthropology

CISM 2201: Foundations of Computer Applications
 COMM 2110: Intercultural Communications
 CS 1300: Introduction to Computer Science
 CS 2100: Introduction to Web Development
 ECON 2105: Principles of Macroeconomics
 ECON 2106: Principles of Microeconomics
 GEOG 2010: Political Geography
 GEOG 2083: Introduction to Geographical Analysis
 GEOG 2253: Geographies of Economic Development
 GEOG 2553: Introduction to GIS and Mapping Science
 GFA 1000: Introduction to On-Set Film Production
 LIBR 2100: Information Literacy and Research
 MATH 1401: Introduction to Statistics
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 PHIL 2010: Introduction to Philosophy
 PHIL 2020: Critical Thinking
 POLS 2601: Political Science Methods I
 PSYC 2003: Statistics in Psychology
 PSYC 2220: Qualitative Research Methods
 PSYC 2230: Quantitative Research Methods

Whatever has not been taken under area E, or exempted: 3-6 Hours

- HIST 1111 - Survey of World History/Civilization I 3 (or)
- HIST 1112 - Survey of World History/Civilization II 3
- HIST 2111 - U S History I (to 1865) 3 (or)
- HIST 2112 - U S History II (since 1865) (3)

Courses Required for the Degree: 30 Hours

- HIST 4302 Digital History 3 **new**
- HIST 4484 - Senior Seminar 3
- At least one upper-level course in each of the following: U.S. history, European history, world history; five additional upper-level HIST courses, at least one focused on the pre-1800 period.

Minor Field: 15 Hours

Electives, All Options: 9-12 Hours

Total: 120 Hours

Both HIST 2111 and HIST 2112 must be taken by History majors unless exempt. Either course satisfies the state requirement. HIST 1111 and HIST 1112 are also required of majors unless exempt. HIST 1111, HIST 1112, HIST 2111, and HIST 2112 must be taken in Core Areas E and F.

See Program Sheet.

- d. State the total number of credit hours required to complete the program, but do not include orientation, freshman year experience, physical education, or health and wellness courses that are institutional requirements as defined in the Academic and Student Affairs Handbook, Section 2.3.1 and the Board Policy Manual, 3.8.1.

- e. Within the appendix, append the course catalog descriptions for new courses and their prerequisite courses. Include the course prefixes, course numbers, course titles, and credit hour requirements.
- f. If this is an undergraduate program, how does or would the department/institution use eCore, eMajor, or dual enrollment?

No change from the B.A.

- g. If this is a doctoral program, provide the names of four external reviewers of aspirational or comparative peer programs complete with name, title, institution, e-mail address, telephone number, and full mailing address. External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

12) PROGRAM OF STUDY-UNDERGRADUATE ONLY

| Courses <i>(list acronym, number, and title)</i> | Hours |
|--|--------------|
| Area A 1: Communication Skills <i>(indicate the semester hour range)</i> | |
| Area A 2: Quantitative Skills <i>(indicate the semester hour range)</i> | |
| <p>Given the mathematics pathways that are available to students, what specific mathematics course is recommended of those listed below</p> <p>MATH 1001 – Quantitative Reasoning or MATH 1101 – Mathematical Modeling MATH 1111 – College Algebra (for non-STEM degrees) MATH 1113 – Pre-calculus (for STEM degrees)</p> <p>Please note the Mathematics recommendations for programs of study in terms of USG math pathways at the following url : (http://www.completegeorgia.org/math-recommendations).</p> <p>Indicate the institutional mathematics requirement in this space:</p> | |
| Area B: Institutional Options <i>(indicate the semester hour range)</i> | |
| Area C: Humanities, Fine Arts, and Ethics <i>(indicate the semester hour range)</i> | |
| Area D: Natural Sciences, Mathematics, and Technology <i>(indicate the semester hour range)</i> | |
| Area E: Social Sciences <i>(indicate the semester hour range)</i> | |
| Area F: <i>(indicate the semester hour range)</i> | |
| Major Area Courses – Common Curriculum <i>(indicate the semester hour range; and, annotate whether courses involve an internship or field experience)</i> | |
| Concentration <i>(indicate the semester hour range)</i> | |
| Electives <i>(indicate the semester hour range)</i> | |
| Total Semester Credit Hours | |

12a) PROGRAM OF STUDY- GRADUATE ONLY (provide the program of study).

14) Alternative Curricular Pathway: What alternative curricular pathways exist (for example for students who were not admitted to the major but are still in satisfactory standing at the institutional level)? Please describe them below and describe how these students are advised about the alternative(s).

NA

15) Prior Learning Assessment: Does the program include credit for prior learning assessment? How will credit be assessed and for what specific courses in the curriculum inclusive of prerequisites? If this is not applicable, indicate “NA” in this section.

NA

16) Open Educational Resources: Does the program include open educational resources that have been assessed for quality and permissions, can be connected with related curricular resources, and are mapped to learning outcomes? If this is not applicable, indicate “NA” in this section.

NA

17) Waiver to Degree-Credit Hour (if applicable):

- All bachelor’s degree programs require 120-semester credit hours.
- Master’s level programs have a maximum of 36-semester hours. Semester credit-hours for the program of study that are above these requirements require a waiver to degree-credit hour request with this proposal.
- State whether semester credit-hours exceed maximum limits for the academic program and provide a rationale.
- This is not applicable for specialist in education and doctoral programs.

NA

18) Student Learning Outcomes: Student Learning outcomes and other associated outcomes of the proposed program (provide a narrative explanation).

Students who complete the Bachelor of Science in History will be able to:

- Demonstrate content knowledge of history;
- Analyze primary and secondary sources for their historical content and interpretations;
- Demonstrate ability to research according to historical methods;
- Demonstrate writing skills that reflect persuasive historical arguments based on evidence and proper citation; and
- Demonstrate proficiency in the use of digital technologies in the study, interpretation, and presentation of the past.

19) Assessment: Describe institutional programmatic assessments that will be completed to ensure academic quality, viability, and productivity.

The extent to which students pursuing the B.S. degree have in fact mastered the required learning outcome will be assessed in the Senior Seminar course, using a rubric (see below) evaluating student learning on each of the learning outcomes. There will also be an indirect assessment questionnaire administered to all students in the course asking them for their own self-assessment of how well they have mastered the program learning outcomes.

Student learning will also be assessed earlier in the program in HIST 2302 The Historian's Craft: Methodology. That assessment will measure student learning for each of the program learning outcomes using a rubric. In addition, students complete an indirect assessment questionnaire administered at the outset of that course asking them for their own self-assessment of how well they have mastered the program learning outcomes.

Here is the rubric and indirect questionnaire to be applied in the Senior Capstone course:

Rubric for Assessing History B.S. Learning Outcomes
(October 2018)

Learning Outcome 1: Demonstrate content knowledge of history.

- 4 (exceeds expectations):
 - States basic and more complicated historical content knowledge, including names, dates, events, and processes, with no errors.
- 3 (proficient):
 - States basic historical content knowledge, including names, dates, events, and processes, among others, with only a few errors.
- 2 (developing):
 - States some basic historical content knowledge with more than several errors.
 - Remains vague about content knowledge and does not demonstrate mastery of material.
- 1 (does not meet expectations):
 - Unable to state basic historical content knowledge.

Learning Outcome 2: Analyze primary and secondary sources for their historical content and interpretations.

- 4 (exceeds expectations):
 - Analyzes sources effectively, showing sophisticated critical thinking and empathy; has moved away from just summarizing source.
 - Connects a source's content to a broader historical context.
 - Reveals many subtexts and implications of a source's argument.
 - Combines material from multiple sources to build a more complicated analysis.
- 3 (proficient):
 - Though mostly focuses on analysis, still contains moments of summary unconnected to the analysis.
 - Makes some connections between the source and the broader historical context.
 - Reveals some subtexts and implications of a source's argument.
 - Combines material from multiple sources at a basic level.

- 2 (developing):
 - Mostly offers a summary of sources, with few moments of analysis.
 - Makes a few connections between the source and the broader historical context.
 - Reveals a few subtexts and implications of a source's argument.
 - Fails to combine material from multiple sources.
- 1 (does not meet expectations):
 - Fails to analyze sources; offers only summary.
 - Makes no connections between the source and the broader historical context.
 - Fails to reveal subtexts and implications of a source's argument.
 - Fails to combine material from multiple sources.

Learning Outcome 3: Demonstrate ability to research according to historical methods.

- 4 (exceeds expectations):
 - Identifies and uses an impressive amount of appropriate primary and/or secondary sources; research reflects extensive digging and/or creativity in finding sources; e.g., unpublished sources used.
 - Identifies and uses an extensive amount of useful material within appropriate primary and/or secondary sources.
 - Shows initiative in conducting research.
- 3 (proficient):
 - Identifies and uses some appropriate primary and/or secondary sources.
 - Identifies and uses some useful material within appropriate primary and/or secondary sources.
- 2 (developing):
 - Identifies and uses only a few appropriate primary and/or secondary sources.
 - Identifies and uses only a small amount of useful material within appropriate primary and/or secondary sources.
- 1 (does not meet expectations):
 - Fails to identify and use appropriate primary and/or secondary sources.
 - Fails to identify useful material within appropriate primary and/or secondary sources.

Learning Outcome 4: Demonstrate writing skills that reflect persuasive historical arguments based on evidence and proper citation.

- 4 (exceeds expectations):
 - Makes a clear, specific and insightful thesis statement that makes an historical argument; argument shows particular originality or insight.
 - Sustains the argument and analysis throughout and avoids mere summarizing of material.
 - Supports argument throughout with evidence drawn from primary and/or secondary sources; use of evidence shows a discriminating eye and sophistication.
 - Writes in an organized and structured manner, both in terms of the paper as a whole and within each paragraph.
 - Uses Standard English in a professional manner with no grammatical errors.
 - Uses proper citation format (Chicago, aka Turabian, Style).
 - Meets requirements of academic honesty.
- 3 (proficient):
 - Has a mostly clear and insightful thesis statement that makes an historical argument.

- Remains mostly focused on the argument and analysis, thus mostly avoiding mere summarizing of material.
 - Mostly supports arguments with evidence drawn from primary and/or secondary sources.
 - Mostly writes in an organized and structured manner, both in terms of the paper as a whole and within each paragraph.
 - Uses Standard English in a professional manner with a few grammatical errors.
 - Uses proper citation format (Chicago, aka Turabian, Style).
 - Meets requirements of academic honesty.
- 2 (developing):
 - Has a simplistic thesis statement that does make a fully persuasive historical argument.
 - Fails to remain focused on the argument and analysis; at times just summarizes material.
 - Fails to fully support argument with evidence drawn from primary and/or secondary sources.
 - Fails to maintain an organized and structured manner to the writing, both in terms of the paper as a whole and within each paragraph.
 - Fails to fully use Standard English in a professional manner and makes continual grammatical errors.
 - Fails to use proper citation format throughout (Chicago, aka Turabian, Style).
 - Meets requirements of academic honesty.
- 1 (does not meet expectations):
 - Fails to provide a clear thesis statement that makes an historical argument.
 - Fails to provide argument and analysis, rather offering a summary of material.
 - Fails to support argument with evidence drawn from primary and/or secondary material.
 - Fails to use Standard English in a professional manner and makes numerous grammatical errors.
 - Fails to use proper citation format (Chicago, aka Turabian, Style).
 - Plagiarizes.

Learning Outcome 5: Demonstrate ability to effectively utilize digital technologies in the study, interpretation, and presentation of the past.

- 4 (exceeds expectations):
 - Utilizes digital technologies effectively to access, interpret, and present the past.
 - Project reflects thoughtful interpretive and presentation choices.
 - Project has flawless functionality and complies with accessibility requirements.
- 3 (proficient):
 - Utilizes digital technologies to access, interpret, and present the past, but with some minor problems.
 - Project reflects choices in interpretation and presentation, but those choices are not always well-considered.
 - Functionality and accessibility are generally smooth, but there may be some minor problems.
- 2 (developing):
 - Utilizes digital technologies to access, interpret, and present the past, but with some serious problems.
 - Project reflects choices in interpretation or presentation, but not across all aspects; choices are not thoughtful.
 - Serious problems in functionality and accessibility.

- 1 (does not meet expectations:
 - Fails to utilize digital technologies to access, interpret, and present the past.
 - Project reflects no real choices with respect to interpretation or presentation
 - The project does not function and fails to meet requirements for accessibility.

Indirect Assessment Questionnaire in Methodology and Senior Seminar

Please indicate a response for each the following questions according to the five-point scale indicated.

- I have content knowledge of history.
5 Strongly Agree 4 Agree 3 Uncertain 2 Disagree 1 Strongly Disagree
- I am able to analyze primary and secondary sources for their historical content and interpretations.
5 Strongly Agree 4 Agree 3 Uncertain 2 Disagree 1 Strongly Disagree
- I am able to research according to historical methods.
5 Strongly Agree 4 Agree 3 Uncertain 2 Disagree 1 Strongly Disagree
- I am able to demonstrate writing skills that reflect persuasive historical arguments based on evidence and proper citation.
5 Strongly Agree 4 Agree 3 Uncertain 2 Disagree 1 Strongly Disagree
- I am able to ability to effectively utilize digital technologies in the study, interpretation, and presentation of the past.
5 Strongly Agree 4 Agree 3 Uncertain 2 Disagree 1 Strongly Disagree
- History professors at UWG advise students effectively.
5 Strongly Agree 4 Agree 3 Uncertain 2 Disagree 1 Strongly Disagree
- History professors at UWG teach effectively.
5 Strongly Agree 4 Agree 3 Uncertain 2 Disagree 1 Strongly Disagree
- History professors at UWG care about their students.
5 Strongly Agree 4 Agree 3 Uncertain 2 Disagree 1 Strongly Disagree
- What improvements would you recommend in the History program at UWG?

20) Accreditation: Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate NA).

NA

21) SACSCOC Institutional Accreditation: Is program implementation contingent upon SACSCOC action (e.g., substantive change, programmatic level change, etc.)? Please indicate Yes or No. _____

ENROLLMENT SECTION (*Consult with Enrollment Management*)

22) Recruitment and Marketing Plan: What is the institution’s recruitment and marketing plan?
What is the proposed program’s start-up timeline

We propose to start the program in the fall semester 2019. Recruitment and marketing will track activities for the BA.

We are grateful to have received letters of support from our partners and supporters in other departments at UWG as well as in the community. They explain the value of a history program that includes building students’ facility with digital technology. We attach letters of support from:

- Andy Walter, Associate Professor, UWG Dept. of Geosciences & Director of Interdisciplinary Studies
- Laura McCarty, President, Georgia Humanities;
- Ryan Roenigk, President and Chief Operating Officer, GreenCourt Legal Technologies, LLC, 201 Newnan Street, Carrollton, Georgia;
- Michael Rose, Chief Mission Officer, Atlanta History Center; and
- Mary D. Troy, Chief of Museum and Archival Services, Southeast Regional Office, U.S. National Park Service.

23) Enrollment Projections: Provide projected enrollments for the program specifically during the initial years of implementation.

- a) Will enrollments be cohort-based? Yes ___ or No ___X___ (place an X beside one)
- b) Explain the rationale used to determine enrollment projections.

Few of UWG’s peer or aspirant institutions offer a Bachelor of Science degree. Kennesaw State University offers a B.A. in History and a B.S. in History Education. Kennesaw’s online Factbook reports the following over the three year period from fall 2015 to fall 2017.

| Degree | Fall 2015 | Fall 2016 | Fall 2017 |
|----------------|-----------|-----------|-----------|
| B.A. | 219 | 222 | 231 |
| B.S. Hist. Ed. | 174 | 177 | 190 |

These numbers show modest growth in both degrees. We believe that the growth in our proposed B.S. degree would outpace that of the B.S. in History Education at Kennesaw because it offers a unique set of skills that are highly valued in the job market broadly rather than preparation for teaching history in the middle schools and high schools. Students interested in pursuing a career in teaching might be inclined to pursue the B.A. and then a Master’s degree rather than pursuing a B.S. with Secondary Education Certification. Moreover, the B.S. in History Education requires 128 credit hours rather than 120 credit hours for the B.A.¹⁷

One of UWG’s peer institutions that does offer the B.S. in History is Sam Houston State University (IPEDS 227881), which has experienced 60 percent growth over the last four years in the History major (Classification of Instructional Program (CIP) Code 54010) according to its online interactive Fact Book. The number of history majors has increased from 256 to 412 in the four years from 2014-15 to 2017-18.¹⁸ If UWG’s History major enrollment tracks Sam Houston State’s trend, we project the following enrollment growth in the number of History BS majors.

¹⁷ http://catalog.kennesaw.edu/preview_program.php?catoid=34&poid=3924&returnto=2697.

¹⁸ <http://www.shsu.edu/dept/institutional-effectiveness/fact-book>.
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| | First FY | Second FY | Third FY | Fourth FY |
|----------------------------------|-------------|--------------|-------------|--------------|
| I. ENROLLMENT PROJECTIONS | | | | |
| Student Majors | 0 | 35 | 79 | 87 |
| Shifted from other programs | 0 | 17 | 39 | 43 |
| New to the institution | 0 | 18 | 40 | 44 |
| Total Majors | 144 | 179 | 223 | 231 |

22) Faculty

- a) Provide the total number of faculty members that will support this program: 18
- b) Submit your SACSCOC roster for the proposed degree. Annotate in parentheses the person who will have administrative responsibility for the program. Indicate whether any positions listed are projected new hires and currently vacant.

Bohannon, Keith
Chalifoux, Stephanie
de Nie, Michael
Genell, Aimee
Goodson, H.
Lipp, Charles
MacKinnon, Elaine
McCleary, Ann
McCullers, Molly
Pacholl, Keith
Pidhainy, Ihor
Rivers, Larry
Schroer, Timothy (Chair with administrative responsibility)
Van Valen, Gary
Vasconcellos, Colleen
Williams, Nadejda
Williams, Daniel
Public Historian (searching for tenure-track)

- c) Does the institution require additional faculty to establish and implement the program?
Yes or No. NO Please indicate your answer in the space provided.

Describe the institutional plan for recruiting additional faculty members in terms of required qualifications, financial preparations, timetable for adding faculty, and whether resources were shifted from other academic units, programs, or derived from other sources. Explain clearly whether additional faculty hires can be supported with institutional funds.

23) Fiscal, Tuition, and Estimated Budget

- a) Describe the resources that will be used specifically for the program.

No additional resources required.

- b) Does the program require a tuition cost structure different from or above a regular tuition designation for the degree level? Yes _____ or No X _____ (place an X beside one)
- c) Does the program require a special fee for the proposed program? Yes _____ or No X _____ (place an X beside one)
- d) If the program requires a different tuition cost structure or special fee, such requests require approval through both the Committee on Academic Affairs (for the academic program) and the Committee on Fiscal Affairs (for the tuition increase or special fee designation). The resultant tuition and/or fee request for a new degree is to be submitted to both the academic affairs and fiscal affairs offices. Complete Appendix III that includes information for a differential tuition cost structure involving a proposal for a new academic program.
- e) Note: The web link for approved tuition and fees for USG institutions is located at the following url: http://www.usg.edu/fiscal_affairs/tuition_and_fees
- f) Budget Instructions: Complete the form further below and **provide a narrative to address each of the following:**
- g) For Expenditures (*ensure that the narrative matches the table*):
- i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).

No additional resources required.

- ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program, or portion of full-time faculty workload and salary allocated to the program).

NA

- h) For Revenue (*ensure that the narrative matches the table*):
- i. If using existing funds, provide a specific and detailed plan indicating the following three items: source of existing funds being reallocated; how the existing resources will be reallocated to specific costs for the new program; and the impact the redirection will have on units that lose funding.

- ii. Explain how the new tuition amounts are calculated.

Current rate for full-time tuition is multiplied by the number of projected new students.

- iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).

NA

- iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.
 - v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.
- i) Revenue Calculation: Provide the revenue calculation, in other words, the actual calculation used to determine the projected tuition revenue amounts for each fiscal year involving start-up and implementation of the proposed program.

Current rate for full-time tuition is multiplied by the number of projected new students.

- j) When Grand Total Revenue is not equal to Grand Total Costs:
- i. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?
 - ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.
 - iii. If the projected enrollment is not realized, what are your next action steps in terms of bolstering the program, potentially altering the program, teach-outs, a planned phase-out, etc.?

| I. EXPENDITURES | First FY Dollars | Second FY Dollars | Third FY Dollars | Fourth FY Dollars |
|---|-----------------------------|------------------------------|-----------------------------|------------------------------|
| Personnel – reassigned or existing positions | | | | |
| Faculty (see 23.g.ii) | 0 | 0 | 0 | 0 |
| Part-time Faculty (see 23.g.ii) | 0 | 0 | 0 | 0 |
| Graduate Assistants (see 23.g.ii) | 0 | 0 | 0 | 0 |
| Administrators (see 23.g.ii) | 0 | 0 | 0 | 0 |
| Support Staff (see 23.g.ii) | 0 | 0 | 0 | 0 |
| Fringe Benefits | 0 | 0 | 0 | 0 |
| Other Personnel Costs | 0 | 0 | 0 | 0 |
| Total Existing Personnel Costs | 0 | 0 | 0 | 0 |

| | | | | |
|--|----------|----------|----------|----------|
| EXPENDITURES (Continued) | | | | |
| Personnel – new positions (see 23.g.i) | | | | |
| Faculty | 0 | 0 | 0 | 0 |
| Part-time Faculty | 0 | 0 | 0 | 0 |
| Graduate Assistants | 0 | 0 | 0 | 0 |
| Administrators | 0 | 0 | 0 | 0 |
| Support Staff | 0 | 0 | 0 | 0 |
| Fringe Benefits | 0 | 0 | 0 | 0 |
| Other personnel costs | 0 | 0 | 0 | 0 |
| Total New Personnel Costs | 0 | 0 | 0 | 0 |
| Start-up Costs (one-time expenses) (see 23.g.i) | | | | |
| Library/learning resources | 0 | 0 | 0 | 0 |
| Equipment | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |
| Physical Facilities: construction or renovation (see section on Facilities) | 0 | 0 | 0 | 0 |
| Total One-time Costs | 0 | 0 | 0 | 0 |
| Operating Costs (recurring costs – base budget) (see 23.g.i) | | | | |
| Supplies/Expenses | 0 | 0 | 0 | 0 |
| Travel | 0 | 0 | 0 | 0 |
| Equipment | 0 | 0 | 0 | 0 |
| Library/learning resources | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |
| Total Recurring Costs | 0 | 0 | 0 | 0 |
| GRAND TOTAL COSTS | 0 | 0 | 0 | 0 |

| III. REVENUE SOURCES | | | | |
|---|---|-------|--------|--------|
| Source of Funds | | | | |
| Reallocation of existing funds (see 23.h.i) | 0 | 0 | 0 | 0 |
| New student workload | | | | |
| New Tuition (see 23.h.ii) | 0 | 47970 | 106600 | 117260 |
| Federal funds | 0 | 0 | 0 | 0 |
| Other grants (see 23.h.iv) | 0 | 0 | 0 | 0 |
| Student fees (see 23.h.iii) Exclude mandatory fees (i.e., activity, health, athletic, etc.). | 0 | 0 | 0 | 0 |
| Other (see 23.h.v) | 0 | 0 | 0 | 0 |
| New state allocation requested for budget hearing | 0 | 0 | 0 | 0 |
| GRAND TOTAL REVENUES | 0 | 47970 | 106600 | 117260 |
| Nature of Revenues | | | | |
| Recurring/Permanent Funds | | | | |
| One-time funds | | | | |
| Projected Surplus/Deficit (Grand Total Revenue – Grand Total Costs) (see 20.h.i. & 20.h.ii). | 0 | 47970 | 106600 | 117260 |
| | | | | |

24) Facilities/Space Utilization for New Academic Program Information

Facilities Information — Please Complete the table below.

| | | |
|-----------|---|------------------|
| | | Total GSF |
| a. | Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years. | |
| b. | Indicate if the new program will require new space or use existing space. (Place an "x" beside the appropriate selection.) | |
| | Type of Space | Comments |
| i. | Construction of new space is required (x).-→ | |
| ii. | Existing space will require modification (x). → | |
| iii. | If new construction or renovation of existing space is anticipated, provide the justification for the need. | |
| iv. | Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe the projected impact. | |
| v. | Will this program cause any impact on the campus infrastructure, such as parking, power, HVAC, other? If yes, indicate the nature of the impact, estimated cost, and source of funding. | |
| vi. | Indicate whether existing space will be used. | |
| c. | If new space is anticipated, provide information in the spaces below for each category listed: | |
| i. | Provide the estimated construction cost. | |
| ii. | Provide the estimated total project budget cost. | |
| iii. | Specify the proposed funding source. | |
| iv. | What is the availability of funds? | |
| v. | When will the construction be completed and ready for occupancy? (Indicate semester and year). | |
| vi. | How will the construction be funded for the new space/facility? | |
| vii. | Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority? | |

| | | | | |
|--|--|-----------------------|------------------------|-------------------------------------|
| d. | If existing space will be used, provide information in the space below. | | | |
| | Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if this is part of a multi-campus institution and not physically located on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use. | | | |
| | | | | |
| e. | List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.) | | | |
| i. | No. of Spaces | Type of Space | Number of Seats | Assignable Square Feet (ASF) |
| | | Classrooms | | |
| | | Labs (dry) | | |
| | | Labs (wet) | | |
| | | Meeting/Seminar Rooms | | |
| | | Offices | | |
| | | Other (specify) | | |
| Total Assignable Square Feet (ASF) | | | | |
| | | | | |
| ii. | If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location. | | | |
| | | | | |
| Chief Business Officer or Chief Facilities Officer Name & Title | | Phone No. | Email Address | |
| | | | | |
| | | Signature | | |
| | | | | |
| <i>Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.</i> | | | | |

FINAL NOTE:

Appendices that do not apply to the proposed program should not be attached.

APPENDIX I

Use this section to include letters of support, curriculum course descriptions, and recent rulings by accrediting bodies attesting to degree level changes for specific disciplines, and other information.

APPENDIX II

For the online delivery of programs, those for which the curriculum meets SACSCOC specifications for programs at a distance whereby fifty percent or more of the curriculum is offered via distance education technologies, within two weeks after Board approval, the university system institution must upload the following requisite information into the institutional PDA account for Georgia ONmyLINE and to assist with marketing the program. Specific questions required for completion of Georgia ONmyLINE are provided below. Please complete these questions as part of this proposal submission.

Georgia ONmyLINE PDA Upload Information

Copied from https://www.usg.edu/apps/goml/programs/frm_general

General Information *indicates required fields

Institution *

Institution Web Site (URL) *

Program Title *

Program Web Site

- SOC Status * (select all that apply) [About SOC - Service members Opportunity Colleges]
- SOC
- SOCAD
- SOCMAR
- SOCNAV
- SOCCOAST
- SOCGuard
- ConAP

None - Institution does not participate in SOC.

Is BOR Approval Required For This Program? * YES NO

* If "Yes", Enter BOR Approval Date (4 digits):

Program Discipline / Subject *

Degree Type *

Program Level *

Program Description *

[Max 4000 characters. NOTE: Descriptions over 4000 characters will be truncated.]

Primary Delivery Format *

Supplemental Delivery Format(s)

Program Accreditation

Special program requirements (1000 characters max.) Characters remaining: 1,000

Special program prerequisites (1000 characters max.) Characters remaining: 1,000

Enrollment Capacity

Technical Requirements *(select at least one)

- Computer with current operating system (Windows or Mac).
- Additional peripherals; Headphones, printer may be required.
- High Speed Internet Access
- Satellite Receiver
- DVD Player
- CD Player
- Television
- Cable Television / Satellite
- Other

Pre-Enrollment Advising *

Advisor Name

Advisor Email

Advisor Phone

Contact Information for Program

For verification purposes, please enter your name and contact information. This information will NOT appear on the public web site.

First Name

Last Name

Email Address

Telephone

APPENDIX III

Tuition Differential Application

Complete the information below only if the institution is simultaneously requesting a tuition differential for the proposed, new academic program. If the institution has determined that the proposal is an executive level or professional program that requires a higher tuition than established standard tuition rates, then details below require completion.

Before considering submitting any tuition increase request, institutions are **cautioned** and **strongly encouraged** to thoroughly examine and explore other options for addressing fiscal issues regarding graduate and professional programs before requesting a tuition increase for any graduate or professional program. Among measures institutions should engage in before opting to request any tuition increase include:

Review all program costs and processes to identify where potential efficiencies exist and expenses can be reduced; evaluate and prioritize program areas to identify areas or activities no longer needed/obsolete or classified as low priority where funds can be redirected to address higher priority needs; and explore the use of other fund sources if additional revenue is needed to sustain the program despite actions taken from above measures.

If an institution elects to submit a graduate or professional program tuition increase request, detailed documentation of actions the institution has taken and/or plans to take, including at a minimum the steps listed above, must accompany any request to substantiate the institution's efforts to minimize as much as possible, if not eliminate, the need for a tuition increase. Accompanying documentation must be program specific. Generic responses will not be accepted. An institution requesting any tuition increase must clearly demonstrate that other avenues or alternatives have been or are being pursued, **and the decision to request a tuition increase is a last resort rather than a first option**. Any request for a tuition increase will be fully scrutinized. FY 2019 graduate and professional program tuition requests are due to the System Office on **January 12, 2018**. The required forms are attached and also located online at <https://www.usg.edu/budgets/> under **BRS Documents**.

Professional Program Tuition:

Board Policy 7.3.1.3 allows institutions to request separate graduate tuition rates for specialized programs. The forms include the following items which must be completed and submitted as part of your request package:

Tuition Request Narrative – A narrative description of each request, providing a justification for the increase. The narrative **should not** be a generic narrative used interchangeably for all increases, but instead it must be specific to the degree program for which the increase is being requested and address items unique to that degree program. Also, as explained above, include detailed documentation of measures and actions taken to absolutely minimize, if not mitigate, any tuition increase being requested.

Trend Data: A summary table showing enrollment, graduation and job placement trends.

Table 1: Summary Table of Current and Proposed Rates – A summary table showing your current semester tuition rate and requested semester tuition rates by program and listing in-state and out-of-state rates individually. Do not include a general tuition increase in your projections.

Table 2: Revenue/Expenditure Estimates – A table showing current budget and projected Budgets both with and without the requested increase. This will allow us to analyze changes due to the increased revenue from enrollments and the program differential separately.

Table 2a: Explanation/Detail of How Incremental Revenue From Requested Increase is To Be Used – A table outlining the incremental revenue projected to be received from a requested tuition differential increase, how this incremental revenue will be spent and why.

Table 2b: Detail of Tuition Breakdown & Expenditures For New Programs Requesting To Charge Tuition Under An All-Inclusive Model – A table presenting a breakdown of the various elements comprising the requested all-inclusive program rate with explanations required for each element involved.

Table 3 - Current and Requested Tuition Rate Comparison to Peer Institutions – A table showing current semester tuition rates, proposed semester tuition rates and mandatory fees for in-state and out-of-state students. The table asks you to compare tuition rates with those of peer institutions. In some cases, data from peer institutions do not separate tuition and fees. If so, please note that fact and make sure you have included your current mandatory fees for students in these programs.

**Board of Regents of the University System of Georgia
FY 2018 Graduate/Professional Program**

Tuition Increase Request

Institution:

Graduate/Professional Program Name:

CIP Code:

Requested Graduate/Professional Program Tuition Increase: \$ amount per student

If you are currently charging a differential, what is the current amount? What is the amount of this request?

Current and Projected Program Revenue/Expenditures:

Describe the current and proposed budget. What changes are you proposing without the differential and what will the additional revenue be used for?

(See attached Tables 2 and 2a. Please include current and projected enrollments for Table 2)

Justification for Increase:

- 1) Describe what the programmatic need is for this request. Is this a request for a new differential, or an increase to a current one? (For example, your institution may be trying to reduce the faculty/student ratio, or address accreditation concerns.)
- 2) If this request is to convert from a credit hour tuition model to an all-inclusive cost tuition model, a full and detailed explanation for this proposed conversion is required for this request to be considered, particularly the issue of student affordability regarding the potentially significantly higher tuition under the all-inclusive cost tuition model. Also, complete tables 2 and 2b.

What impact will the additional fees collected have on the affected program? What enhancements will be made?

Describe what impact the additional revenue will have on addressing the needs described in the question above. This is a narrative description of Tables 2 and 2a.

Peer Institution Comparison:

Compare your current and proposed fees with peer programs. Explain how the peer group was determined, especially if the peer group is not one approved by BOR Academic Affairs. Also include information as to whether the enhancement you are requesting is part of your chosen peers' program. For example, if you are adding faculty to reduce the faculty/student ratio, what is the ratio at the institutions you have compared yourself to? See attached Table 3.

Has this increase to the current differential, establishing a new differential or changing the tuition structure (i.e. from credit hour based to all-inclusive cost) been discussed with affected students? If so, describe how students were informed of the proposed increase or tuition change, and their reaction to the proposed increase or tuition change.

What contingency plans are in place if the requested increase exceeds that which is permitted by the Board of Regents?

NEED FORM VERIFICATION OF FY2019 Professional Program Tuition

TREND DATA

Enrollment, Graduation & Job Placement Trend & Other Data

Institution:

Degree Program:

CIP Code:

| Program Enrollment (Headcount) | FY2013 | FY2014 | FY2015 | FY2016 | FY2017 (Actual/Est.) | FY2018 (Projected) |
|--|---------------|---------------|---------------|---------------|-----------------------------|---------------------------|
| In-State: | | | | | | |
| Fall | | | | | | |
| Spring | | | | | | |
| Summer | | | | | | |
| <hr/> | | | | | | |
| Out-of-State: | | | | | | |
| Fall | | | | | | |
| Spring | | | | | | |
| Summer | | | | | | |
| <hr/> | | | | | | |
| Total Semester Enrollment: | | | | | | |
| Fall | | | | | | |
| Spring | | | | | | |
| Summer | | | | | | |
| <hr/> | | | | | | |
| Unduplicated Enrollment: | | | | | | |
| Total In-State | | | | | | |
| Total Out-of-State | | | | | | |
| Grand Total Unduplicated Enrollment | | | | | | |
| <hr/> | | | | | | |
| Program Acceptance Rate: | | | | | | |
| No. of Applicants | | | | | | |
| No. of Applicants Accepted | | | | | | |
| Acceptance Rate (%) | | | | | | |
| <hr/> | | | | | | |
| Program Capacity (maximum number of students accommodated): | | | | | | |
| On-Campus | | | | | | |
| Online | | | | | | |
| Total Program Capacity | | | | | | |
| <hr/> | | | | | | |
| Graduates | | | | | | |
| No. of Graduates | | | | | | |
| <hr/> | | | | | | |
| Job Placement | | | | | | |
| No. of Job Placements for Above Graduates | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| Student Program Loan Indebtedness (connected with program enrollment/studies): | | | | | | |
| Lowest amount of student program loan indebtedness for an individual program student | | | | | | |
| Highest amount of student program loan indebtedness for an individual program student | | | | | | |
| Average amount of student program loan indebtedness for an individual program student | | | | | | |

**NEED FORM VERIFICATION OF FY2019 Professional Program Tuition
TABLE 1**

FY 2018 Professional Program Tuition
Summary of Current and Proposed Rates
Table 1

| Insert Program Name Here | Current Semester Tuition Rate with Differential | Requested Semester Professional Program Tuition Change* | Total Proposed Tuition |
|--------------------------|---|---|------------------------|
| Insert Institution Name | \$ | \$ | \$ |
| | | | |
| In-State | | | |
| Out-of-State | | | |
| | | | |

*Do not include general tuition increase.

**NEED FORM VERIFICATION OF FY2019 Professional Program Tuition
TABLE 2**

FY 2018 Professional Program Tuition
Annual Revenue/Expenditure Estimates
Table 2

| Insert Program Name here | Current Budget | Projected Budget | |
|-----------------------------|----------------|------------------|-------------|
| | | Without Change | With Change |
| Expenditures | | | |
| Personnel Services: | | | |
| Faculty | | | |
| Support Staff | | | |
| Fringes | | | |
| Other | | | |
| Subtotal Personnel Services | \$ | \$ | \$ |
| Operating Expenses | | | |
| Regular Operating Expenses | | | |
| Travel | | | |
| Computer Equipment | | | |
| Other | | | |
| Subtotal Operating Expenses | \$ | \$ | \$ |
| TOTAL EXPENDITURES | \$ | \$ | \$ |
| Revenue | | | |
| Fund Sources: | | | |
| State Appropriation | | | |
| Sponsored | | | |
| Tuition Revenue | | | |
| Other | | | |
| TOTAL REVENUE | \$ | \$ | \$ |
| Enrollment Projection | Current | Projected | Projected |
| In-State | | | |
| Out-of-State | | | |

**NEED FORM VERIFICATION OF FY2019 Professional Program Tuition
TABLE 2a**

**FY 2018 Professional Program Tuition
Detail of How Incremental Revenue from Requested Differential Increase To Be Used
Table 2a**

| Insert Program Name Here | Budget for Incremental Revenue from Requested Increase | | | |
|--|--|---------------------------------------|------------------------|-----------------------------------|
| <i>Expenditures</i> | | | | |
| Personnel Services: | | Number of Positions | Position Titles | Purpose of Positions Added |
| Faculty | | | | |
| Support Staff | | | | |
| Fringes | | | | |
| Other | | | | |
| Subtotal Personnel Services | \$ | | | |
| Operating Expenses: | | | | |
| Regular Operating Expenses | | Explanation/Purpose of Expense | | |
| Travel | | | | |
| Computer Equipment | | | | |
| Other | | | | |
| Subtotal Operating Expenses | \$ | | | |
| TOTAL EXPENDITURES | \$ | | | |
| DIFFERENCE (Incremental Revenue – Total Expenditures) | | | | |

**NEED FORM VERIFICATION OF FY2019 Professional Program Tuition
TABLE 2b**

FY 2018 Professional Program Tuition
Detail of Tuition Breakdown & Expenditures for New Programs Requesting to Change Tuition
Under an All-Inclusive Cost Tuition Model
Table 2b

| Insert Program Name Here | Current Credit Hour Tuition Model | Proposed All-inclusive Tuition Model | Comments |
|--|-----------------------------------|--------------------------------------|-------------------------------------|
| | | | |
| Total program tuition per student to complete program | | | |
| # of semesters tuition above is based | | | |
| # of credit hours included in tuition above | | | |
| | | | |
| Indicate all items to be covered per student and the amount per student allocated for each item. | | | |
| DIRECT COSTS: | NOT APPLICABLE | | Explanation required for each item. |
| Tuition | | | |
| Mandatory Student Fees (technology, athletic, activity, special institutional fee, etc.) | | | |
| Books & Materials | | | |
| Supplies | | | |
| Parking | | | |
| Meals | | | |
| Other Fees (itemize these fees below) | | | |
| (Other Fee) | | | |
| (Other Fee) | | | |
| (Other Fee) | | | |
| Other Items Covered | | | |
| (Other Item) | | | |
| (Other Item) | | | |
| (Other Item) | | | |
| TOAL DIRECT COSTS: | | \$ | |
| | | | |
| INSTRUCTIONAL COSTS: | | | Explanation required for each item. |
| Faculty Extra Compensation (handling course overload if applicable) | | | |
| Fringe Benefits | | | |
| Graduate Assistants | | | |
| Other Instructional Costs (itemize below) | | | |
| (Other Instructional Costs) | | | |
| (Other Instructional Costs) | | | |
| (Other Instructional Costs) | | | |
| TOTAL INSTRUCTIONAL COSTS | | \$ | |
| | | | |

| Insert Program Name Here | Current Credit Hour Tuition Model | Proposed All-inclusive Tuition Model | Comments |
|--|-----------------------------------|--------------------------------------|--|
| OVERHEAD COSTS: | NOT APPLICABLE | | Explanation required for each item. |
| Staff Salary | | | |
| Fringe Benefits | | | |
| Travel | | | |
| Instruction Space Rental | | | |
| Other Overhead Costs (itemize below) | | | |
| (Other Overhead Costs) | | | |
| (Other Overhead Costs) | | | |
| (Other Overhead Costs) | | | |
| TOTAL OVERHEAD COSTS | | \$ | |
| OTHER ALLOCATED COSTS | | | |
| OTHER ALLOCATED COSTS | | | Explanation required for each item. |
| Program Recruiting | | | |
| (Other Allocated Costs) | | | |
| (Other Allocated Costs) | | | |
| (Other Allocated Costs) | | | |
| TOTAL OTHER ALLOCATED COSTS | | \$ | |
| GRAND TOTAL ALLOCATED COSTS/STUDENT | | | |
| GRAND TOTAL ALLOCATED COSTS/STUDENT | | \$ | |
| PROPOSED PROGRAM TUITION | | | |
| PROPOSED PROGRAM TUITION | | \$ | |
| DIFFERENCE (GRAND TOTAL ALLOCATED COSTS SHOULD EQUAL PROPOSED ALL-INCLUSIVE PROGRAM TUITION) | | | Explanation if difference does not equal zero. |
| | | | |
| | | | |

**NEED FORM VERIFICATION OF FY2019 Professional Program Tuition
TABLE 3**

FY 2018 Professional Program Tuition
Current and Requested Tuition Rate Comparison to Peer Institutions
Table 3

| Insert Program Name Here | Current Semester Tuition Rate | Current Semester Mandatory Fees | Current Total Tuition and Fees | Requested Semester Tuition Change | Requested Total Tuition and Fees |
|--|-------------------------------|---------------------------------|--------------------------------|--------------------------------------|----------------------------------|
| Your Institution In-State | \$ | \$ | \$ | | |
| Your institution Out-of-State | \$ | \$ | \$ | | |
| <i>Other Peer Institutions</i> | | | | | |
| Insert Institution Name In-State Out-of-State | | | | Include Internet link to information | |
| Insert Institution Name In-State Out-of-State | | | | Include Internet link to information | |
| Insert Institution Name In-State Out-of-State | | | | Include Internet link to information | |
| | | | | | |
| Other Peer Institution Tuition & Fee Explanations/Comments | Tuition Comments | Mandatory Fee Comments | Other Comments | | |
| Insert Institution Name In-State Out-of-State | | | | | |
| Insert Institution Name In-State Out-of-State | | | | | |
| Insert Institution Name In-State Out-of-State | | | | | |

Film and Video Production

2019-2020 Undergraduate New Program Request

Curriculum Proposal

Type of Program* * Program
 Shared Core

Program Type*
 Bachelor

Degree Type*
 Bachelor of Science

Program Name* Film and Video Production

**College - School/
 Department*** Department of Mass Communications

Program Description* This degree is designed to train graduates in the field who are agile, adaptable, and able to employ their skills in an array of roles from entrepreneurial content producers to on-set film work, both above and below the line.

It will provide students with a comprehensive understanding of the machinery at work behind media production and distribution, along with a set of tangible, marketable, and transferable skills for an array of positions within the infrastructure of film and content production.

Rationale* Film and Video Production is part of the high Demand Career Initiative within a field that is growing, and an industry that is thriving in the State of Georgia. Training initiatives are helping develop a workforce that can tap into this growth, but not enough training is being provided to foster local talent as filmmakers as opposed to film workers. Both are equally valuable and we are uniquely positioned to help provide training in this regard. There is a demonstrated need for training in the state, and there is demonstrated desire from our students for us to expand our course offerings into a new, standalone degree.

All the faculty and facilities required for this degree already exist within the department.

The proposed degree will simply provide students with a more rigorous and in-depth skills-based experience by requiring them to complete 27 credit hours of production over a minimum of four semesters versus 15 credit hours over three semesters in the concentration. This will help us better address the educational needs and career aspirations of some of our students, while still catering to those exploring interests in multiple forms of media production (video, television, and radio). The degree will also allow students to complete the entire Georgia Film Academy Training Certificate as part of their degree program – something that is not feasible within the concentration – this provides expanded possibilities for both short term film work, and long-term career growth into an ever-expanding Audio-Visual-driven landscape.

Program Learning Outcomes* 1. Demonstrate critical thinking, aesthetic awareness and technical

proficiency in the production and assessment of audio-visual film work.

2. Understand all phases and roles of film production in order to help formulate career goals.

3. Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression.

4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.

Is this a School of Nursing Program?*

Yes * No

Is this a College of Education Program?*

Yes * No

Program Location:*

Carrollton

Desired Effective Semester:*

Fall

Desired Effective Year:*

2019

Status:*

Active-Visible Inactive-Hidden

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

Yes
 No

Assessment Plan:*

Assessment Plan has been attached
 Assessment Plan is not required (minor is a part of an existing major)

Prospective Curriculum:*

Requirement

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

Core Curriculum

Core Area F: 18 Hours

note that GFA 1000 is a 6 credit-hour class

COMM 1154 Introduction to Mass Communications

[Left] Foreign Language - 1000 or 2000 level 6

[Left] FILM 2080 or FILM 2100

3

GFA 1000 Introduction to On-Set Production

Courses Specific for the Major

Required Courses: 33 Hours

COMM 3305 Short-Form Screenwriting & Analysis
COMM 3353 Fundamentals of Film & Video Production
 [Left] **COMM 3356 or GRMN 4200 or GRMN 4230 or GRMN 4240 or GRMN 4250 or FORL 3111 or FORL 4485 or ENLG 4109** **3**
COMM 3366 The Business of Film
COMM 4405 Sound Design
COMM 4406 Digital Cinematography & Image Design
COMM 4407 Film & Video Post-Production
COMM 4408 Producing for Film and Video
COMM 4409 Directing for Film and Video Production
COMM 4425 Documentary Production Practices
COMM 4452 Advanced Film and Video Production

Electives: 9-15 Hours

Must be 3000-4000 level COMM courses or approved courses from list below. Complete 9 credit hours if minor = 18 credit hours Complete 12 credit hours if minor = 15 credit hours Complete 15 credit hours if GFA certificate is chosen MAX 24 credit hours of GFA can be applied to the degree

ABED 3100 Business Communication
ART 3400 Graphic Design Survey for Non-Majors
ABED 4118 Web Page Design
ENGL 3200 Intermediate Creative Writing
ENGL 3405 Professional and Technical Writing
ENGL 4109 Film as Literature
FILM 3200 Screenwriting
FORL 4485 Topics in National Film Traditions
FREN 3212 Topics in Francophone Cinema
GEOG 3713 Meteorology
HIST 4464 American Sports History
MGNT 3600 Management
MGNT 3602 Business Law
MGNT 3627 Managing Cultural Differences
MGNT 4630 Dispute Resolution in Contemporary Organizations
MKTG 3801 Art of Selling and Personal Dynamics
MKTG 3803 Principles of Marketing
MKTG 3809 Advertising Practices
MKTG 3810 Social Media and Online Marketing
MKTG 4805 Sales Management
MKTG 4861 Services Marketing

~~POL 3100 Philosophy and Literature and Film~~
POL 3102 Gender and Politics
POL 3103 Media and Politics
POL 4202 Interorganizational Behavior
POL 4215 Management of Non-Profit Organizations
PSYC 3200 Introduction to Organizational Development
PSYC 3590 Sports Psychology
PSYC 3600 Psychology of Communication
PSYC 3730 Social Psychology
PSYC 4003 Statistics for the Social Sciences
PSYC 4090 Groups and Group Process
PSYC 4140 Psychology of Gender
PSYC 4190 Advanced Organizational Development
PSYC 4500 Explorations into Creativity
SOCI 3100 Sociology of Humor
SOCI 3273 Managing Cultural Differences
SOCI 3603 Sociology of Gender
SOCI 3733 Social Psychology: The Sociological Tradition
SOCI 3943 American Class System
SOCI 4203 Women in American Society
SOCI 4323 Cultural and Racial Minorities
SOCI 4373 Visual Sociology
SOCI 4623 Art, Media, Cultural Politics
SOCI 4693 Sports, Crime, and Society
SOCI 4700 Sociology of Emotions
SOCI 4916 Gender and Work
SPMG 3661 Sociology of Sport
SPMG 3665 Communication in Sport
SPMG 4665 Sport Marketing and Promotion
GFA 2000 Film & Television Production Internship
GFA 2010 Set Construction and Scenic Construction
GFA 2020 Lighting and Electric
GFA 2030 Grip and Rigging
GFA 2040 Post Production
GFA 2050 Introduction to Special Makeup Effects
GFA 2060 Production Accounting
FORL 3111 World Film
GRMN 4200 German Culture through Film
GRMN 4230 The Kafkaesque in Lit and Film
GRMN 4240 Mystery and Horror in Lit and Film
GRMN 4250 Contemporary German Cinema

Minor or GFA certificate 12-18 Hours

GFA certificate requires 12 additional hours Minor requires 15-18 hours

Total: 120 Hours

Major Requirements

Minimum grade of C for ENGL 1101, ENGL 1102, COMM 1110, COMM 1154, and COMM 3353. Must complete a major declaration form. A maximum of 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 or GFA certificate. No more than 24 credit hours of GFA can be applied to the degree

Attach Program Map* Program Map has been attached.

Check all that apply to this program*

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- None of these apply

SACSCOC Comments

Attach Program Proposal* Program Proposal has been attached N/A (minor, embedded certificate)

**USG ACADEMIC PROGRAM PROPOSAL
(Effective 2/22/18)**

Institution: University of West Georgia

Date Completed at the Institution:

Name of Proposed Program/Inscription: Film and Video Production

Degree: Bachelor of Science

Major: Film and Video Production

CIP Code: 50.060201

School/Division/College: College of Social Sciences

Department: Mass Communications

Anticipated Implementation Date: Fall 2019

Requesting Differential Tuition Rate: NO

Delivery Mode (check the most appropriate delivery mode in the box below):

| | |
|---|---|
| On-campus, face-to-face only | X |
| Off-campus location, face-to-face only (specify the location): | |
| Online Only | |
| Combination of on-campus and online (specify whether 50% or more is offered online for SACS-COC) | |
| Combination of off-campus and online (specify whether 50% or more is offered online for SACS-COC) | |
| Hybrid, combination delivery, but less than 50% of the total program is online based on SACS-COC | |
| Contractual Location (specify the location): | |

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(Effective 2/22/18)

SIGNATURE PAGE

Approval by the President (*“I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution”*):

Approval by Vice President for Academic Affairs or Provost:

Approval by Vice President for Finance/Business (or designee) and contact information:

Approval by Vice President for Facilities (if different from VP- Finance or designee) and contact information:

Acknowledged by Vice President for Enrollment Management (or designee) for Recruitment:

USG ACADEMIC PROGRAM PROPOSAL
(Effective 2/22/18)

1) **Forecast:** If this program was not listed on your one of the past two-year academic forecasts provide an explanation concerning why it was not forecasted, but is submitted at this time.

This program was submitted for inclusion in the University's forecast FY16 and FY17

2) **Academic Framework:** Within the context of strategic planning of all resources and divisions within short-term and long-term perspectives, provide a narrative that explains campus leadership review and attention to newly institutionally approved programs within the last four years, low-producing programs, and post-approval enrollment analyses prior to approving the proposed program for submission to the system office.

This proposed degree has the support of the Provost, and is an expansion of a high-performing concentration.

3) **Rationale:** Provide the rationale for proposing the new academic program. *(In other words, does the state need the program; should your institution offer the program; and can your institution develop and implement the program.)*

Film and Video Production is part of the high Demand Career Initiative within a field that is growing, and an industry that is thriving in the State of Georgia. Training initiatives, specifically the Georgia Film Academy, are helping develop a workforce that can tap into this growth, and we are uniquely positioned to help provide additional training in this field. Most external training is geared towards 'below-the-line' positions, or film work. We are intending to supplement this with training in 'above-the-line' skills that are considered to be filmmaking.

There is a demonstrated need for training in the state, and there is demonstrated desire from our students for us to expand our course offerings into a new, standalone degree.

In response to whether or not our department can develop and implement the program, the reality is that we are already effectively doing it within the Mass Communications degree with a concentration in Film and Video Production. The proposed degree will simply provide students with a more rigorous and in-depth skills-based experience by requiring them to complete 27 credit hours of production over a minimum of four semesters versus 15 credit hours over three semesters in the concentration. This will help us better address the educational needs and career aspirations of some of our students, while still catering to those exploring interests in multiple

USG ACADEMIC PROGRAM PROPOSAL
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forms of media production (video, television, and radio). The degree will also allow students to complete the entire Georgia Film Academy Training Certificate as part of their degree program – something that is not feasible within the concentration – this provides expanded possibilities for both short term film work, and long-term career growth into an ever-expanding Audio-Visual-driven landscape.

All the faculty and facilities required for this degree already exist within the department, and the proposed degree requires the addition of one class within the annual rotation, which will serve the entire Mass Communications department as a Major Elective. This does not include the conversion of two special topics into formalized classes.

4) **Mission Fit and Disciplinary Trends:** Description of the program’s fit with the institutional mission and nationally accepted trends in the discipline (explain in narrative form). If the program is outside the scope of the institutional mission and sector, provide the compelling rationale for submission.

This degree program is housed within the Department of Mass Communications, winner of the Regent’s excellence award for teaching in 2016. The Department is clearly investing in the University’s mission of effective and innovative teaching in a student-centric environment, and, being an expansion of a thriving concentration in this department, the proposed degree-program will be no different. It will also, in accordance with the University’s mission, provide “professional preparation” in response to “economic development and identified regional, state, and global needs.”

This program will also align with The University LEAP program, by providing an enhanced, and therefore more substantive, senior Capstone experience.

While several Film Degrees are housed in Art Departments, there are an equal number housed in Communications and Mass Communications Departments and Schools around the country, making the degree program a suitable fit for the Department of Mass Communications. In addition to this academic suitability, the Department of Mass Communications already has the faculty and technical resources in place, making the proposed degree a strategic and financial fit as well.

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5) Description and Objectives: Program description and objectives (explain in narrative form).

The degree in film and video production is designed to train graduates in the field who are agile, adaptable, and able to employ their skills in an array of roles from entrepreneurial content producers to on-set film work, both above and below the line. The program is built on the understanding that students have different career aspirations, and that there is no set career path in this broad field. To that end, we cater to students whose sights are set on working in the film industry as well as to those who are more entrepreneurially inclined. For those who are undecided, we provide a comprehensive understanding of the machinery at work behind media distribution in order for students to find their place. Most importantly, we will provide students with a set of tangible, marketable, and transferable skills for an array of positions within the infrastructure of film and content production.

6) Need: Description of the justification of need for the program. (Explain in narrative form why the program is required to expand academic offerings at the institution, the data to provide graduates for the workforce, and/or the data in response to specific agency and/or corporation requests in the local or regional area, and/or needs of regional employers.) (A list of resources, not exhaustive, is available on the public web link along with the proposal form at: http://www.usg.edu/academic_programs/new_programs)

The Department of Mass Communications has approximately 620 students, 173 (35%) of whom are currently enrolled as Film and Video Production concentrators, a sequence that has only existed since 2014. This growth alone is clear demonstration of not only student interest, but also in career viability post-graduation. As a concentration with a minor, students receive a broader education without the depth and rigor required to really master what is effectively a new language. This is reflected in a recent Gallup Poll wherein 3% of college graduates and 11% of business leaders say that students graduate prepared for success in the workplace. This degree program is aimed at strengthening skills development within the department, and better preparing students for both short-term and long-term success. We feel it is our responsibility to provide our students with this expanded experience, and the fact that we have the ability to create it with almost no disruption to our existing programs, makes the argument even more compelling.

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7) **Demand:** Please describe the demand for the proposed program. Include in this description the supporting data from 1) existing and potential students and 2) requests from regional industries. How does the program of study meet student needs and employer requirements in terms of career readiness and employability, requirements to enter the profession, post-graduate study, and disciplinary rigor at the level required for professional success and advanced educational pursuits? *(In other words, how does the program of study prepare students for the next step?)*

Our sheer numbers and growth evince student demand.

The vast majority of prospective students and parents who visit campus express interest and excitement at the prospect of both a more rigorous degree program (vs. a concentration) As stated earlier, the degree program allows for the embedding of the Georgia Film Academy certificate, which provides students with direct access to working professionals, and on-set experiences for those who wish to pursue film work.

7) **Duplication:** Description of how the program does not present duplication of existing academic offerings in the geographic area, within the system as a whole, and within the proposing institution regardless of academic unit. If similar programs exist, indicate why these existing programs are not sufficient to address need and demand in the state/institution's service region and how the proposed program is demonstrably different or complementary to other USG degrees and majors.

Per the USG website there are currently only five, 4-year degrees that are related to film production within the State System: Clayton State University (BA), Georgia Gwinnett College (BA), Georgia Southern University (BS), Georgia State University (BA), and University of North Georgia (BS). Considering that all these institutions have differing service regions, and that the state has seen unprecedented growth in both direct economic impact and the size of the film workforce, there is certainly a place for another program, and not only a place, but, we argue, also a need. The Georgia Film Academy has become an invaluable partner state-wide when it comes to skills-development and workforce training, but in order to continue to help grow aspects of the industry beyond just film-work, institutions need to help prepare students with a comprehensive understanding of the machinery at work behind media production and

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distribution, along with a set of tangible, marketable, and transferable skills for an array of positions within the infrastructure of film and content production. Additionally, with Atlanta being a major media market, and with a growing need for content creators outside of the traditional film industry, students with experience in above and below the line work will be better prepared for careers in an evolving media landscape.

9.) Collaboration: Is the program in collaboration with another USG Institution, TCSG institution, private college or university, or other entity?

Yes ___ or No X (place an X beside one)

If yes, list the institution below and include a letter of support from the collaborating institution's leadership (i.e., President or Provost and Vice President for Academic Affairs) for the proposed academic program in Appendix I.

10.) Admission Criteria: List the admission criteria for the academic program, including standardized test and grade point average requirements for admission into the program. Also, at what point (e.g., credit hours completed) are students admitted to the program.

The admission criteria for the program are the same as those for the institution (as listed in the Undergraduate Catalog):

Student can be admitted to program as freshmen, but will not begin the required coursework until Semester 4 (see course plan, below). In order to graduate with this degree, students must maintain a GPA of 2.0 or higher.

11.) Curriculum

a. Specify whether the proposed program requires full-time study only, part-time study only, or can be completed either full time or part time.

This degree program can be completed either full time or part time. Progress through the program is determined by pre-requisites.

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~~b. If the proposed program will be offered online, describe measures taken by the academic unit to sufficiently deliver the program via distance education technologies and provide instructional and learning supports for both faculty and students in a virtual environment. Will the program be offered in an asynchronous or synchronous format?~~

N/A

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- c. List the entire course of study required to complete the academic program. Include the course prefixes, course numbers, course titles, and credit hour requirement for each course. Indicate the word “new” beside new courses. Include a program of study.

| <i>Courses (list acronym, number, and title)</i> | Semester | Hours |
|---|-----------------------|-----------------------|
| Area A 1: Communication Skills Area A-1 ENGL 1101 Area A-1 ENGL 1102 | 1 2 | 3 3 |
| Area A 2: Quantitative Skills MATH 1001 or 1111 | 1 | 3 |
| Area B: Institutional Options Any Option Area B-2 | 1 3 | 3 2 |
| Area C: Humanities, Fine Arts, and Ethics Area C-1 Area C-2 Any Option EXCEPT COMM1154 | 2 3 | 3 3 |
| Area D: Natural Sciences, Mathematics, and Technology Area D-1 Area D-1 + Lab Area D-2 | 1 2 3 | 3 4 3 |
| Area E: Social Sciences Area E-1 Area E-2 Areas E-3 Areas E-4 | 1 2 3 4 | 3 3 3 3 |
| | | |
| Area F: COMM 1154 – Intro to Mass Communications FILM 1000 (GFA 1) FILM 2080 (Intro to the Art of Film) or FILM 2100 (History and Theory of Film) FORL FORL | 4 4 4 2 3 | 3 6 3 3 3 |
| | | |


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| Major Area Courses – Common Curriculum | | |
|---|----------|------------|
| Concentration | | |
| COMM 3353 – Fundamentals of Film and Video Production | 5 | 3 |
| COMM 3305 – Short-form Screenwriting and Analysis | 5 | 3 |
| COMM 3356 – Film and Culture | 5 | 3 |
| | | |
| COMM 4406 – Digital Cinematography and Image Design | 6 | 3 |
| COMM 4407 – Film and Video Post-production | 6 | 3 |
| COMM 4408* – Producing for Film and Video (currently <i>special topic</i>) | 6 | 3 |
| | | |
| COMM 4405 – Sound Design | 7 | 3 |
| COMM 4409* – Directing for Film and Video Production (currently <i>special topic</i>) | 7 | 3 |
| | 7 | 3 |
| COMM 4426 – Documentary Production Practices | 8 | 3 |
| | 8 | 3 |
| COMM 3366* – The Business of Film (NEW) | 8 | 3 |
| COMM 4452 – Advanced Film and Video Production | | |
| | | |
| Students Must complete the GFA certificate + 15 hours approved electives OR MINOR + 9-12 hours Electives | | |
| MAX 24 credit hours of GFA can be applied to the degree | | |
| Any Mass Communications approved elective or Minor | 5 | 3 |
| Any Mass Communications approved elective or Minor | 5 | 3 |
| GFA – craft class or internship | 6 | 6 |
| | | |
| Any Mass Communications approved elective or Minor | 7 | 3 |
| | | |
| GFA – craft class or internship | 8 | 6 |
| Any Mass Communications approved elective or Minor | 8 | 3 |
| | | |
| Total Semester Credit Hours | | 120 |


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| List below health and physical education, basic health, orientation, etc. per Board Policy 3.8.1 | | |
|---|--|--|



d. State the total number of credit hours required to complete the program, but do not include orientation, freshman year experience, physical education, or health and wellness courses that are institutional requirements as defined in the Academic and Student Affairs Handbook, Section 2.3.1 and the Board Policy Manual, 3.8.1. 

120 HOURS

e. Within the appendix, append the course catalog descriptions for new courses and their prerequisite courses. Include the course prefixes, course numbers, course titles, and credit hour requirements. 

f. If this is an undergraduate program, how does or would the department/institution use eCore, eMajor, or dual enrollment?

The Department of Mass Communications ascribes to the University of West Georgia's policies regarding eCore, and dual enrollment.

The University page on Dual Enrollment (formerly *Move on When Ready*) can be found here. <https://www.westga.edu/admissions/college-credit-now.php>

The University page on eCore can be found here. <https://www.westga.edu/academics/ecore/index.php>

eMajor is not an option for the proposed degree program.

~~g. If this is a doctoral program, provide the names of four external reviewers of aspirational or comparative peer programs complete with name, title, institution, e-mail address,~~

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~~telephone number, and full mailing address. External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.~~ ^(SEP)

14) Alternative Curricular Pathway: What alternative curricular pathways exist (for example for students who were not admitted to the major but are still in satisfactory standing at the institutional level)? Please describe them below and describe how these students are advised about the alternative(s).

Students who do not wish to pursue a degree in Film and Video Production can still obtain a Degree in Mass Communications, with a concentration in Film and Video Production, which is a broader course of study with a less intensive production component.

Students who wish to pursue a Film-related degree with a less intensive production component can pursue a BiS in Film (*forthcoming*) which has a 9 credit-hour production sequence.

15) Prior Learning Assessment: Does the program include credit for prior learning assessment? How will credit be assessed and for what specific courses in the curriculum inclusive of prerequisites? If this is not applicable, indicate “NA” in this section.

N/A

16) Open Educational Resources: Does the program include open educational resources that have been assessed for quality and permissions, can be connected with related curricular resources, and are mapped to learning outcomes? If this is not applicable, indicate “NA” in this section.

N/A

~~**17) Waiver to Degree Credit Hour** (if applicable):~~

- ~~• All bachelor’s degree programs require 120 semester credit hours.~~ ^(SEP)
- ~~• Master’s level programs have a maximum of 36 semester hours. Semester credit hours for the program of study that are above these requirements require a waiver to degree.~~ ^(SEP) ~~credit hour request with this proposal.~~ ^(SEP)

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- ~~• State whether semester credit hours exceed maximum limits for the academic program and provide a rationale.~~
- ~~• This is not applicable for specialist in education and doctoral programs.~~

18) Student Learning Outcomes: Student Learning outcomes and other associated outcomes of the proposed program (provide a narrative explanation).

Students will graduate with aesthetic awareness and technical proficiency in the production and assessment of film, video, and audio works. Additionally, they will understand all phases and roles of film production in order to help formulate career their goals. They will understand the potentials of film as a commodity and filmmaking as an act of authorship and creative expression, in addition to being able to demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.

19) Assessment: Describe institutional programmatic assessments that will be completed to ensure academic quality, viability, and productivity.

Like all degrees, this program will be subject to the University-wide CPR (comprehensive program review) which evaluates academic quality, viability, and productivity.

Additionally, each student learning outcome will be assessed as listed below.

SLO 1: Demonstrate critical thinking, aesthetic awareness and technical proficiency in the production and assessment of audio-visual film work.

This SLO is assessed twice, once at the start and once at the end of the required production sequence.

Per our current assessment schedule that adheres to our accrediting body's guidelines, data, accompanied by a short narrative, will be collected from one section per year, per instructor, and synthesized by the program administrator.

The assessment measure for both COMM3353 and COMM 4452 is the final project, which is an audio-visual film work in both classes.

The project parameters that are assessed according to a rubric with a scale of 0-5 are:

1. COMPLETION

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2. DELIVERY and ORGANIZATION
3. INTENTION
4. CAMERA
5. EDITING
6. CREATIVITY, RISK, VISION

SLO 2: Understand all phases and roles of film production in order to help formulate career goals.

This SLO is assessed twice, once at the start and once at the end of the required production sequence.

COMM 3353 is the first production class we offer, and COMM 4452 is the capstone class, and all Majors are required to take both.

COMM 3353 is offered 2-3 times per year, while COMM 4452 will only be offered once per year, to begin with. These classes have a cap of 20 students per section.

Per our current assessment schedule that adheres to our accrediting body's guidelines, data, accompanied by a short narrative, will be collected from one section per year, per instructor, and synthesized by the program administrator.

The assessment measure for both COMM 3353 and COMM 4452 is the Self-Assessment, which is administered to all students at the end of the semester, once their final projects have been submitted.

This assignment requires students to situate the work they did, and the experiences they had over the semester, along the spectrum that runs from students learning a discipline, to professionals who have attained mastery. By having students do this we see the development of their critical machinery, as well as their understanding of the expectations associated with professional applications of craft.

SLO 3: Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression.

This SLO will be assessed twice, once in COMM 3305 Short-form Screenwriting and Analysis, and once in COMM 4409 Directing for Film and Video Production.

COMM 3305 is offered 2-3 times per year, while COMM 4409 will only be offered once per year, to begin with. These classes have a cap of 20 students per section.

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Per our current assessment schedule that adheres to our accrediting body's guidelines, data, accompanied by a short narrative, will be collected from one section per year, per instructor, and synthesized by the program administrator.

The assessment measure for this SLO for both COMM 3305 and COMM 4409 will be Proposal for the final project. In this component of the class, students are required to reckon with themselves as filmmakers within the context of film as a commodity. They will be explicitly asked to refer to commercial and non-commercial sources of inspiration that provide guidance to their creative development, insight into their thought process, and an understanding of the discipline. As this assignment is a means to an end, namely, the actual final project, grading for the assignment will need to be divided into two categories, one that assesses the original content, and the other that assesses the context from which the original content was derived. This will be achieved by way of a two-part rubric that addresses

1. CREATIVITY, RISK, VISION
2. INTENTION

SLO 4: Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.

This SLO will be assessed twice, once in COMM 3356 Film and Culture, and once in COMM 3366 The Business of Film.

Both COMM 3356 Film and Culture and COMM 3366 The Business of Film will be taught once per year, both with caps of 40 students, and we anticipate approximately 60-70% of enrolled students to be majors.

The SLO is drawn from our accrediting council's SLOs and we will assess it through a purpose-built, diversity-based assignment in both classes. These assignments cover both the issues of diversity on screen and within screen-culture, as well as the role issues of representation play in reinforcing hegemonic power structures domestically and abroad.

20) Accreditation: Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate NA). []

Most of the classes fall within guidelines set forth by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), but we will not seek professional accreditation for this degree program at this time. These guidelines, however, do help guide

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student learning outcomes and maintain rigorous assessment standards.

21) SACSCOC Institutional Accreditation: Is program implementation contingent upon SACSCOC action (e.g., substantive change, programmatic level change, etc.)? Please indicate Yes or No. NO

ENROLLMENT SECTION *(Consult with Enrollment Management)*

22) Recruitment and Marketing Plan: What is the institution’s recruitment and marketing plan?

Since this is an off-shoot of an existing, thriving concentration, we do not feel that any additional marketing is required.

What is the proposed program’s start-up timeline

Fall 2019

23) Enrollment Projections: Provide projected enrollments for the program specifically during the initial years of implementation.

a) Will enrollments be cohort-based? Yes ___ or No X (place an X beside one) b) Explain the rationale used to determine enrollment projections.

| | First FY | Second FY | Third FY | Fourth FY |
|----------------------------------|----------|-----------|----------|-----------|
| I. ENROLLMENT PROJECTIONS | | | | |
| Student Majors | | 20 | 35 | 45 |
| Shifted from other programs | 15 | 5 | 0 | 0 |

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| | | | | |
|------------------------|----|----|----|----|
| New to the institution | 5 | 10 | 10 | 10 |
| Total Majors | 20 | 35 | 45 | 60 |

As this degree is a development out of an existing concentration, we are assuming a modest shift (+/- 5%) from the Film and Video Production concentrators in their Freshman and Sophomore year, accompanied by an equally modest division of incoming students between the concentration (75%) and the degree program (25%).

22) Faculty

a) Provide the total number of faculty members that will support this program:

There will be 3 full-time, tenured/tenure-track faculty members teaching the vast majority of these classes (6 production classes every fall, 7 every spring). As needed, and at the discretion and needs of the Department Chair, certain non-production classes can and may be taught by other Faculty Members with relevant skills and experiences.

Additional sections of skills-based classes can be, and have been, taught by part-time instructors.

b) Submit your SACSCOC roster for the proposed degree. Annotate in parentheses the person who will have administrative responsibility for the program. Indicate whether any positions listed are projected new hires and currently vacant.

| Faculty Name | Rank | Academic Degrees & Coursework | Current Workload | Other Qualifications & Comments (related to courses taught) |
|---|-----------------------------------|--|--|--|
| Robyn Hicks | Assistant Professor, Tenure-Track | M.F.A. Film and Television | 4/4 (one course release each semester for creative activity) | |
| Courses Taught | | | | |
| COMM 3353 - Fundamentals of Film - 3 credit hours (Su17, Su18, Sp18, Sp19) - (Su17/18 at | | | | |

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SCAD, Sp18 at University of North Georgia)

FILM 2080/2100/3356 - Intro to Art of Film / History of Film/Film and Culture - 3 credit hours (F17) - University of North Georgia ***** (The course was MDST 1110 Film Appreciation and had elements of all these courses)

COMM 3305 - Short Form Screenwriting and Analysis - 3 credit hours (F17, F18) - (F17 at University of North Georgia)

COMM 4485/COMM4408 - Producing for Film and Video - 3 credit hours (F18)

MDST 2500 - Producing - 3 credit hours (F17, Sp18) - University of North Georgia

MDST 3000 - Directing - 3 credit hours (F17, Sp 18) - University of North Georgia

COMM 4485/COMM4409 - Directing for Film and Video Production - 3 credit hours (SP19)

| Faculty Name | Rank | Academic Degrees & Coursework | Current Workload | Other Qualifications & Comments (related to courses taught) |
|-----------------------------|---------------------------------|--|--|--|
| Deon Kay (administrator) | Associate Professor with Tenure | M.F.A. – Film and Video Production | 4/4 (one course release each semester for creative activity) | |

Courses Taught

COMM 3305: Short Form Screenwriting and Analysis – 3 credit hours (F14, F15, SP15, SP17)

COMM 3350: Telecommunications and Electronic Media Industries – 3 credit hours (F12, SP13, SP15, F16, SP16, SP18)

COMM 3352: Fundamentals of Television Production – 3 credit hours (SU13)

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COMM 3353: Fundamentals of Film and Video Production – 3 credit hours (F12, SP13, F13, F14, SU14, F15, F16,)

COMM 3355: Media Programming and Management – 3 credit hours (F15)

COMM 3356: Film and Culture – 3 credit hours (F12, F14, SU14)

COMM 4405: Sound Design – 3 credit hours (F16, F17)

COMM 4406: Digital Cinematography and Image Design – 3 credit hours (SP17, SP18)

COMM 4407: Film and Video Postproduction – 3 credit hours (SP13, SP14, SP15, SP16, SP18)

COMM 4425: Documentary Production Practices – 3 credit hours (F17, F18)

COMM 4426: Fiction Film Production – 3 credit hours (F15)

COMM 4452: Advanced Film and Video Production – 3 credit hours (F13, SP14, SP16)

COMM 4455: Critical Issues in Mass Communications – 3 credit hours (F17)

| Faculty Name | Rank | Academic Degrees & Coursework | Current Workload | Other Qualifications & Comments (related to courses taught) |
|---|---------------------------------|--|--|--|
| Christopher Renaud | Associate Professor with Tenure | M.F.A. – Film and Video Production | 4/4 (one course release each semester for creative activity) | |
| Courses Taught | | | | |
| <p>COMM 1154 – Introduction to Mass Communications – 3 credit hours (FA12, SP13, FA13, SP14, FA14, SP15, FA15, FA17, SU18)</p> | | | | |

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COMM 3305 – Short Form Screenwriting and Analysis – 3 credit hours (FA12, SP15, SP16, SU16, FA16, SP17, FA17, SP18, SU18, FA18)

COMM 3352 – Fundamentals of TV Production – 3 credit hours (FA12)

COMM 3353 – Fundamentals of Film and Video Production – 3 credit hours (SU13, SP14, SP17)

COMM 3356 – Film and Culture – 3 credit hours (FA13, SU15, FA16, SU17)

COMM 4403 – Photojournalism – 3 credit hours (SP13, SU13, SU14, SP16, SU16, SP17)

COMM 4405 – Sound Design – 3 credit hours (FA13, FA14, FA15, FA18)

COMM 4406 – Digital Cinematography and Image Design – 3 credit hours (SP14, SP15, SP16)

COMM 4407 – Film and Video Post-Production – 3 credit hours (SP17, FA17, FA18)

COMM 4425 – Documentary Production Practices – 3 credit hours (SU15)

COMM 4426 – Fiction Film Production – 3 credit hours (SP18)

COMM 4452 – Advanced Film Production – 3 credit hours (SP13, FA14, FA16)

COMM 4485 Special Topics: Experimental Filmmaking (10x1) – 3 credit hours (FA15)

c) Does the institution require additional faculty to establish and implement the program? Yes or No. **NO** Please indicate your answer in the space provided. ~~Describe the institutional plan for recruiting additional faculty members in terms of required qualifications, financial~~

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~~preparations, timetable for adding faculty, and whether resources were shifted from other academic units, programs, or derived from other sources. Explain clearly whether additional faculty hires can be supported with institutional funds. [SEP]~~

23) Fiscal, Tuition, and Estimated Budget

a) Describe the resources that will be used specifically for the program.

Since the proposed degree is growing out of an existing concentration, all required resources already exist, and will be shared between the two courses of study.

b) Does the program require a tuition cost structure different from or above a regular tuition designation for the degree level? Yes _____ or No X [SEP]

c) Does the program require a special fee for the proposed program? Yes _____ or No X

~~d) If the program requires a different tuition cost structure or special fee, such requests require approval through both the Committee on Academic Affairs (for the academic program) and the Committee on Fiscal Affairs (for the tuition increase or special fee designation). The resultant tuition and/or fee request for a new degree is to be submitted to both the academic affairs and fiscal affairs offices. Complete Appendix III that includes information for a differential tuition cost structure involving a proposal for a new academic program. [SEP]~~

e) Note: The web link for approved tuition and fees for USG institutions is located at the following url: http://www.usg.edu/fiscal_affairs/tuition_and_fees [SEP]

f) Budget Instructions: Complete the form further below and **provide a narrative to address each of the following:** [SEP]

g) For Expenditures (*ensure that the narrative matches the table*):

Provide a description of institutional resources that will be required for the program
(e.g., personnel, library, equipment, laboratories, supplies, and capital)

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expenditures at program start-up and recurring).

8 of 11 required courses already form part of the B.S. in Mass Communications with a concentration in Film and Video Production, and the remaining 3 classes serve as electives for the entire department of Mass Communications, so no additional resources are required at this time, and this degree program will fit seamlessly alongside the B.S. in Mass Communications within the Department of Mass Communications.

If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program, or portion of full-time faculty workload and salary allocated to the program).

No need for reassign time is identified to establish and implement the program.

h) For Revenue (*ensure that the narrative matches the table*):

If using existing funds, provide a specific and detailed plan indicating the following three items: source of existing funds being reallocated; how the existing resources will be reallocated to specific costs for the new program; and the impact the redirection will have on units that lose funding.

To begin with, no funds are required for adding this degree as it will exist in-line with the Concentration in Film and Video Production, and moving forward, no reallocation of department funds will be necessary because the Dean's office supports new initiatives annually. The introduction of a new degree program would be considered a new initiative that would rightfully deserve funding from the Dean's office budget. (Previous initiatives included our PLA initiative, our online course development initiative, our grant writing initiative, costs associated with department accreditation, costs associated with the hiring of part time faculty, the latter being the only potential need).

Explain how the new tuition amounts are calculated.

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Tuition amounts were calculated based on the enrollment projections estimated in table 15 (above) multiplied by the FY19 tuition rate posted on the University of West Georgia website: Tuition amounts were calculated based on the enrollment projections estimated in table 15 (above) multiplied by the FY19 tuition rate posted on the University of West Georgia website:

https://www.westga.edu/student-services/bursar/assets-bursar/docs/fy19_new_student_cont_undergrad.pdf

The following assumptions were made: 15 credit hours per term, 2 terms per academic year, in-state rate, undergraduate tuition rate.

Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).

Some existing classes in the curriculum already have course fees that are used to repair and replace high-use equipment that is subject to wear and tear, and/or expiration e.g. Gaffe Tape, Light bulbs, batteries, lens cleaners, markers.

If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.

N/A

If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.

i) Revenue Calculation: Provide the revenue calculation, in other words, the actual calculation used to determine the projected tuition revenue amounts for each fiscal year involving start-up and implementation of the proposed program.

As no startup costs are required, the calculation is

15 (credit hours) X \$3,677 (tuition + fees) X Number of Students Enrolled

j) When Grand Total Revenue is not equal to Grand Total Costs: Explain how the institution

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will make up the shortfall. If reallocated [SEP] funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?

If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

Since all the offerings for this degree are already serving the Concentration in Film and video Production, and the department of Mass Communication as a whole, under-enrollment will not result in a shortfall since the classes will be filled by other students within the department.

If the projected enrollment is not realized, what are your next action steps in terms of bolstering the program, potentially altering the program, teach-outs, a planned phase-out, etc.?

If, after five years, enrollment has not met expectations, and there is no plan or expectation for an increase in enrollment, we will consider phasing the program out. In this unlikely event, we will be able to teach enrolled students through completion of their degree since the individual classes would continue to be taught in service of the B.S. in Mass Communications with various concentrations. However, there is no evidence to suggest that this program will not meet or surpass enrollment expectations, based on the exceptional enrollment within the Concentration.

| I. EXPENDITURES | First FY Dollars | Second FY Dollars | Third FY Dollars | Fourth FY Dollars |
|--|---------------------|----------------------|---------------------|----------------------|
| | 2019 | 2020 | 2021 | 2022 |
| Personnel – reassigned or existing positions | | | | |
| Faculty (see 15.a.ii) | | | | |
| Part-time Faculty (see 15 a.ii) | | | | |
| Graduate Assistants (see 15 a.ii) | | | | |
| Administrators(see 15 a.ii) | | | | |
| Support Staff (see 15 a.ii) | | | | |
| Fringe Benefits | | | | |
| Other Personnel Costs | | | | |
| <i>Total Existing Personnel Costs</i> | | | | |

| <i>EXPENDITURES (Continued)</i> | 2019 | 2020 | 2021 | 2022 |
|--|------|------|------|------|
| Personnel – new positions (see 15 a.i) | | | | |
| Faculty | | | | |

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| | | | | |
|--|--------------|---------|---------|---------|
| Part-time Faculty | | 3000 | 6000 | 6000 |
| Graduate Assistants | | | | |
| Administrators | | | | |
| Support Staff | | | | |
| Fringe Benefits | | | | |
| Other personnel costs | | | | |
| <i>Total New Personnel Costs</i> | | 3000 | 6000 | 6000 |
| | | | | |
| Start-up Costs (one-time expenses) (see 15 a.i) | 2019 | 2020 | 2021 | 2022 |
| Library/learning resources | | | | |
| Equipment | | | | |
| Other | | | | |
| | | | | |
| Physical Facilities: construction or renovation (see section on Facilities) | | | | |
| <i>Total One-time Costs</i> | | | | |
| | | | | |
| Operating Costs (recurring costs – base budget) (see 15 a.i) | 2019 | 2020 | 2021 | 2022 |
| Supplies/Expenses | | | | |
| Travel | | | | |
| Equipment | | | | |
| Library/learning resources | | | | |
| Other | | | | |
| <i>Total Recurring Costs</i> | 0 | | | |
| | | | | |
| <i>GRAND TOTAL COSTS</i> | | 3000 | 6000 | 6000 |
| | | | | |
| III. REVENUE SOURCES | 2019 | 2020 | 2021 | 2022 |
| Source of Funds | | | | |
| Reallocation of existing funds (see 15 b.i) | | 0 | 0 | 0 |
| New student workload | | | | |
| New Tuition (see 15 b.ii) | 18,335 | 36,770 | 36,770 | 36,770 |
| Federal funds | | | | |
| Other grants (see 15 b.iv) | | | | |
| Student fees (see 15 b.iii) Exclude mandatory fees (i.e., activity, health, athletic, etc.). | 50 | 100 | 200 | 200 |
| Other (see 15 b.v) | | | | |
| New state allocation requested for budget hearing | | | | |
| | | | | |
| <i>GRAND TOTAL REVENUES</i> | 18,385 | 36,870 | 36,970 | 36,970 |
| | | | | |
| Nature of Revenues | Reallocation | Tuition | Tuition | Tuition |

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| | | | | |
|---|--------|--------|--------|--------|
| Recurring/Permanent Funds | | | | |
| One-time funds | | | | |
| Projected Surplus/Deficit (Grand Total Revenue – Grand Total Costs) (see 15 c.i. & c.ii). | 18,385 | 33,870 | 30,970 | 30,970 |
| | | | | |

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24) Facilities/Space Utilization for New Academic Program Information

Facilities Information — Please Complete the table below.

| | | |
|------|---|--|
| | | Total GSF |
| a. | Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years. | 4,216 |
| b. | Indicate if the new program will require new space or use existing space. (Place an “x” beside the appropriate selection.) | |
| | Type of Space | Comments |
| i. | Construction of new space is required (x).-→ | |
| ii. | Existing space will require modification (x). → | |
| iii. | If new construction or renovation of existing space is anticipated, provide the justification for the need. | N/A |
| iv. | Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe the projected impact. | N/A |
| v. | Will this program cause any impact on the campus infrastructure, such as parking, power, HVAC, other? If yes, indicate the nature of the impact, estimated cost, and source of funding. | N/A |
| vi. | Indicate whether existing space will be used. | X Existing facilities will adequately accommodate the new program |
| | | |
| c. | If new space is anticipated, provide information in the spaces below for each category listed: | |
| i. | Provide the estimated construction cost. | N/A |

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| | | | | | |
|------------------------------------|--|-----------------------------------|--|-----------------|------------------------------|
| ii. | Provide the estimated total project budget cost. | | | N/A | |
| iii. | Specify the proposed funding source. | | | N/A | |
| iv. | What is the availability of funds? | | | N/A | |
| v. | When will the construction be completed and ready for occupancy? (Indicate semester and year). | | | N/A | |
| vi. | How will the construction be funded for the new space/facility? | | | N/A | |
| vii. | Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority? | | | N/A | |
| | | | | | |
| d. | If existing space will be used, provide information in the space below. | | | | |
| | Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if this is part of a multi-campus institution and not physically located on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use. | | | | |
| | The program will be housed in the Department of Mass Communications which is located in the Humanities Building on the UWG campus. All production classes will be taught in Anthropology G-15. | | | | |
| | | | | | |
| e. | List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.) | | | | |
| i. | No. of Spaces | Type of Space | | Number of Seats | Assignable Square Feet (ASF) |
| | 2 | Classrooms (HU 312, ANTH G-15) | | 85 + 20 | 2739 |
| | 1 | Labs (dry) | | 2 | |
| | 0 | Labs (wet) | | | |
| | 1 | Meeting/Seminar Rooms (ANTH G-10) | | 20 | 679 |
| | 0 | Offices | | | 0 |
| | 3 | Other (specify) | 2 x Editing Suites (ANTH G-16 + G-18) – 4 seats each 1 x equipment storage (ANTH G12+14) 1 Audio Lab (ANTH G-11) 2 seats 1 Corridor (ANTH G-13) | | 798 |
| Total Assignable Square Feet (ASF) | | | | | 4,216 |
| | | | | | |

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| | | |
|--|--|---------------|
| ii. | If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location. | |
| | | |
| | Chief Business Officer or Chief Facilities Officer Name & Title | Phone No. |
| | | Email Address |
| | | |
| | Signature | |
| | | |
| <i>Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.</i> | | |

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APPENDIX I

Use this section to include letters of support, curriculum course descriptions, and recent rulings by accrediting bodies attesting to degree level changes for specific disciplines, and other information.

NEW COURSES for degree program

COMM 3366 – **The Business of Film**, 3 credit hours

Pre-requisites: COMM 1154 (Intro to Mass Communications), min grade C

This course will provide students with an understanding of the how the Film Industry operates outside of the film set. We will explore development and distribution processes that are both conventional and industrial, as well as unique case studies where new pathways are forged. Particular emphasis will be placed on current trends and practices in digital distribution.

COMM 4408 – **Producing for Film and Video**, 3 credit hours

CURRENTLY BEING TAUGHT AS A SPECIAL TOPIC

Pre-requisites: COMM 1154 (Intro to Mass Communications) – min grade C
COMM 3305 (Short-form Screenwriting and Analysis) – min grade C
COMM 3353 (Fundamentals of Film and Video Production) – min grade C

From the discovery of creative content to the technical demands of the position, students will learn the ins and outs of producing for every phase of production, from development to distribution.

COMM 4409 – **Directing for Film and Video Production**, 3 credit hours

CURRENTLY BEING TAUGHT AS A SPECIAL TOPIC

Pre-requisites: COMM 1154 (Intro to Mass Communications) – min grade C
COMM 3305 (Short-form Screenwriting and Analysis) – min grade C
COMM 3353 (Fundamentals of Film and Video Production) – min grade C

This in-depth seminar is designed to introduce students to the skills required to work as a director on a film, commercial, or music-video set. Students will explore directing actors and directing the camera.

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From: **Brad Yates UWG** byates@westga.edu
Subject: **Fwd: Film Degrees**
Date: **November 6, 2018 at 4:56 PM**
To: rhicks@westga.edu, dkay@westga.edu, crenaud@westga.edu



See below

Brad Yates, Ph.D.
Sent from my iPhone

Begin forwarded message:

From: Michael Crafton <mcrafton@westga.edu>
Date: November 6, 2018 at 4:12:17 PM EST
To: Pauline Gagnon <pgagnon@westga.edu>, Jill Drake <jdrake@westga.edu>, Meg Pearson <megp@westga.edu>, Bradford Yates <byates@westga.edu>, Jane McCandless <jmccandl@westga.edu>, Amber Smallwood <amksmall@westga.edu>, Clint Samples <csamples@westga.edu>
Cc: David Jenks <djenks@westga.edu>
Subject: Film Degrees

Dear all,

Just a recap and a reminder, I asked the Board if they would consider two film degrees from our two colleges as a family of degrees, a thing they do for degree productivity purposes, and they were open to it.

So we have a version near ready from COSS, a BS in Film Production and a BFA or a BIS from COAh on Film as well.

We can send both of the up.

We MUST make room in the program for a student to take GFA classes and we SHOULD consider space for a NEXUS in either of the programs.

Micheal

APPENDIX II

For the online delivery of programs, those for which the curriculum meets SACSCOC specifications for programs at a distance whereby fifty percent or more of the curriculum is offered via distance education technologies, within two weeks after Board approval, the university system institution must upload the following requisite information into the institutional PDA account for Georgia ONmyLINE and to assist with marketing the program. Specific questions required for completion of Georgia ONmyLINE are provided below. Please complete these questions as part of this proposal submission.

APPENDIX III

Tuition Differential Application

NOT APPLICABLE

**2019-2020
Program Map
B.S. Film and Video Production**

| YEAR 1 | | | |
|---|-----------|---|-----------|
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| ENGL 1101 | 3 | ENGL 1102 | 3 |
| MATH 1001 or 1111 | 3 | Area C-1 - Any Option | 3 |
| Area B-1- Any Option | 3 | Area D-1 + Lab | 4 |
| Area D-1 - Any Option | 3 | Area E-2 | 3 |
| Area E-1 | 3 | FORL | 3 |
| | | | |
| SEMESTER TOTAL | 15 | SEMESTER TOTAL | 16 |
| Milestones | | Milestones | |
| <ul style="list-style-type: none"> • Complete ENGL 1101; Required to earn C or higher. | | <ul style="list-style-type: none"> • Complete ENGL 1102; Required to earn C or higher. | |
| YEAR 2 | | | |
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| Area B-2 - Any Option | 2 | Areas E-3 | 3 |
| Area C-2 Any Option EXCEPT COMM1154 | 3 | COMM 1154 – Intro to Mass Communications | 3 |
| Area D-2 | 3 | GFA 1000 | 6 |
| Areas E-3 | 3 | FILM 2080 or FILM 2100 | 3 |
| FORL | 3 | | |
| | | | |
| SEMESTER TOTAL | 14 | SEMESTER TOTAL | 15 |
| Milestones | | Milestones | |
| | | Complete COMM 1154; Required to earn C or higher Complete GFA 1000 | |

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

| YEAR 3 | | | |
|--|-----------|--|-----------|
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| COMM 3353 – Fundamentals of Film and Video Production | 3 | COMM 4406 – Digital Cinematography and Image Design | 3 |
| COMM 3305 – Short-form Screenwriting and Analysis | 3 | COMM 4407 – Film and Video Post-production | 3 |
| COMM 3356 – Film and Culture OR GRMN 4200 German Culture through Film OR GRMN 4230 The Kafkaesque in Lit and Film OR GRMN 4240 Mystery and Horror in Lit and Film OR GRMN 4250 Contemporary German Cinema OR FORL 3111 World Film OR FORL 4485 Topics in National Cinema OR ENLG 4109 | 3 | COMM 4408 – Producing for Film and Video | 3 |
| Any Approved elective or Minor | 3 | GFA – craft class OR 2 x Approved electives or Minor | 6 |
| Any Approved elective or Minor | 3 | | |
| | | | |
| SEMESTER TOTAL | 15 | SEMESTER TOTAL | 15 |
| Milestones | | Milestones | |
| Complete COMM 3353; Required to earn C or higher | | Complete COMM 4405 or COMM 4406 or COMM 4407; Required to earn C or higher | |
| YEAR 4 | | | |
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| COMM 4405 – Sound Design | 3 | COMM 3366 - Film Industry and Distribution Studies | 3 |
| COMM 4409 – Directing for Film and Video | 3 | COMM 4452 – Advanced Film and Video Production | 3 |
| COMM 4425 – Documentary Production Practices | 3 | GFA – craft class or internship OR 2 x Approved elective or Minor | 6 |
| Approved elective or Minor | 3 | Any Approved elective or Minor | 3 |

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

B.S.

Film and Video Production

| Student Learning Outcome | Strategic Plan Connection | Measure/Method | Success Criterion | AY14 | AY15 | AY16 | AY17 | Interpretation & Use of Results | Improvement Plan |
|--|---------------------------|---|-------------------|------|------|------|------|---------------------------------|------------------|
| Demonstrate critical thinking, aesthetic awareness and technical proficiency in the production and assessment of audio-visual film work. | 1D | This SLO is assessed twice, once at the start and once at the end of the required production sequence. COMM 3353 is the first production class we offer, and COMM 4452 is | | | | | | | |
| Understand all phases and roles of film production in order to help formulate career goals. | 1D | This SLO is assessed twice, once at the start and once at the end of the required production sequence. | | | | | | | |
| Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression. | 1D, C2 | This SLO will be assessed twice, once in COMM 3305 Short-form Screenwriting and Analysis, and once in COMM | | | | | | | |
| Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society. | 4D | This SLO will be assessed twice, once in COMM 3356 Film and Culture, and once in COMM 3366 The Business of Film. Both COMM 3356 Film and Culture and COMM 3366 The Business of Film will be taught once per year, both with caps of 40 students, although we anticipate approximately 60-70% of enrolled students to be majors. The SLO is drawn from our accrediting council's SLOs and we will assess it through a purpose-built, diversity-based assignment in both classes. These assignments cover both the issues of diversity on screen and within screen-culture, as well as the role | | | | | | | |
| | | | | | | | | | |

COMM - 3366 - The Business of Film

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* COMM **Course Number*** 3366

Course Title* The Business of Film

Long Course Title

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

Course Type* Mass Communications

College - School/ Department* Department of Mass Communications

Catalog Course Description* This course will provide students with an understanding of how films, from blockbusters to micro-budgets, are developed, financed, marketed and distributed both inside and outside established circuits of audiovisual trade.

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

Is this a General Education course?* Yes No

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

Is this a School of Nursing course?* Yes No **Is this a College of Education course?*** Yes No

Desired Effective Semester* Fall **Desired Effective Year*** 2019

| | | | |
|--|---|-----------------|----------------------------------|
| Frequency | 1 | Grading* | Undergraduate Standard Letter |
| Student Learning Outcomes | <ol style="list-style-type: none"> 1. Demonstrate an understanding of the history and role of professionals and institutions in shaping the film industry. 2. Understand the roles and potentials of film as a commodity and filmmaking as an act of authorship and creative expression. 3. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society. 4. Understand all phases of film production and distribution in order to help formulate career goals. | | |
| Rationale* | <p>Film development, marketing, and distribution is the missing piece of the puzzle that we need to provide students with a comprehensive understanding of the entire film industry in order to help them formulate accurate career goals.</p> <p>This class will also serve as a valuable addition/elective for all Mass Communications majors.</p> | | |
| Prerequisites | Comm 1154 (min grade C) | | |
| Corequisites | | | |
| Cross-listing | | | |
| Restrictions | | | |
| May be repeated | | | |
| Fee* | 0 | | |
| Fee Justification | | | |
| Planning Info* | <ul style="list-style-type: none"> * Library Resources are Adequate * Library Resources Need Enhancement | | |
| Present or Projected Annual Enrollment* | 40 | | |
| Attach syllabus* | * Syllabus has been attached - This is required | | |

The Business of Film

Instructor:

Office :

email:

Office Hours:

Course Objective: to provide students with an understanding of how films, from blockbusters to micro-budgets, are developed, financed, marketed and distributed both inside and outside established circuits of audiovisual trade.

Student Learning Outcomes:

1. Demonstrate an understanding of the history and role of professionals and institutions in shaping the film industry.
2. Understand the roles and potentials of film as a commodity and filmmaking as an act of authorship and creative expression.
3. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.
4. Understand all phases of film production and distribution in order to help formulate career goals.

Required Course Reading:

- *The Business of Media Distribution, 3rd Edition: Monetizing Film, TV and Video Content in an Online World*, Jeffrey Ulin, Focal Press
- *Shadow Economies of Cinema, Mapping Informal Film Distribution* by Ramon Lobato

Recommended Course Reading:

- *The Movie Business Book, 4th Edition*, Jason Squire (ed), Routledge

ATTENDANCE & PARTICIPATION: You do not get credit for showing up for class, and while you do not lose points for missing class, there are many indirect effects, namely missing pop-quizzes, in-class exercises, screenings, and just general learning. I assume that you want to be here and run my classes accordingly.

I have never had a student miss several classes and do well - good work and active attendance are directly linked to each other.

In-class work that is missed cannot be made up, but documented, excused absences will not count against your grade for the class.

CONDUCT: The classroom will be a safe space for diversity and students must remain aware and accepting of each other. Comments of intolerance, including prejudice or bullying, will not be tolerated, nor will sexual harassment. See the student code of conduct for more information.

MATURE CONTENT: Some examples used in this course may be explicit and therefore offensive to some. If you anticipate having an issue with this at any point in this semester, please speak with me privately.

PLAGIARISM: It is assumed that all work will be created by you, and only you. Work that has been plagiarized in any way will be given a zero and reported to the university for further action. In extreme cases an immediate failing grade for the class will be given.

LATE ASSIGNMENTS: I do not accept late assignments.

EXTRA CREDIT OPPORTUNITIES: I do not offer any extra credit opportunities.

WHY? Your grades are tied directly to the learning objectives of the class. If you care about your grades, then invest your energy in learning the material, and everything else will take care of itself.

OTHER CLASS POLICIES:

- Class starts at 2:00pm - When we do group work, groups will be assigned at 2:00pm. You will not be able to join a group once work has begun and you may miss out on the opportunity to enhance your grades.
- If you are not in class to receive a quiz at 2:00pm you cannot complete it.
- Cell phones have NO PLACE in the classroom whatsoever. Turn them off before you walk into the room. If I see you using a cell phone I will stop class and wait until you are done. Please respect the classroom as a place for intellectual development and activated sharing of ideas - every student plays a part in fostering this environment. *If there is something pressing you need to deal with, leave the room to deal with the matter.*
- Do not confuse being physically present with being intellectually present.

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

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

CREDIT HOUR POLICY: The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in class or other direct faculty instruction AND two hours of student work outside of class per week. As a guide, multiply this by 3 (credit hours). So for every one hour in class you should be spending 2 hours on your work. For a 3-credit hour class, this is SIX additional hours per week outside of class.

COMMON LANGUAGE FOR COURSE SYLLABI (please review)

https://www.westga.edu/academics/assets/docs/Common_Language_for_Course_Syllabi.pdf

* * * * *

Assignments 45% Bi-weekly Writing Responses

- 20% Case Study + Presentation
- 35% In-Class Work + Quizzes

Writing Responses (45%):

Over the course of the semester you will be required to produce 7 pieces of writing of approximately 1200 words each. These will be guided, and you will be asked to elaborate on certain themes or topics in the context of the current reading. The general themes will be discussed in class to give you a foundation for this writing.

$45\% \div 7 = \text{approx } 6.5\% \text{ per response}$

Case Study + Presentation (20%)

Approximately 2/3s of the way into the semester, you will be required to compile a case study of a film, charting its development through all key phases of development and distribution. This will be submitted as a written project and also presented to the class, orally.

In-Class quizzes (35%):

You should expect to complete a **very** short quiz at least once a week about current and recent readings. **Quizzes will be administered at 2:00pm sharp. If you are not in class to receive a quiz, you will not be able to complete it.**

There will also be graded, in-class work in the form of collaborative exercises, group discussion questions, etc. Many of these are not yet on the schedule. **It is the student's responsibility to be in class, and to check *Courseden*, for schedule modifications, readings, updates, and assignment parameters.**

There is a live schedule linked in *courseden* that reflects the week-to-week flow of the course, that includes all reading and assignment due dates. It is your responsibility to monitor this regularly in order to remain up-to-date.

COMM - 4408 - Producing for Film and Video

2019-2020 Undergraduate New Course Request

Curriculum Proposal

| | | | |
|--|--|--------------------------------|------|
| Course Prefix* | COMM | Course Number* | 4408 |
| Course Title* | Producing for Film and Video | | |
| Long Course Title | | | |
| Lec Hrs* | 2 | | |
| Lab Hrs* | 2 | | |
| Credit Hrs* | 3 | | |
| Course Type* | Mass Communications | | |
| College - School/ Department* | Department of Mass Communications | | |
| Catalog Course Description* | From the discovery of creative content to the technical demands of the position, students will learn the ins and outs of producing in every phase of production, from development to distribution. | | |
| Is the addition/change related to core, honors, or XIDS courses?* | <input type="radio"/> Yes <input checked="" type="radio"/> No | | |
| Is this a General Education course?* | <input type="radio"/> Yes <input checked="" type="radio"/> No | | |
| If yes, which area(s) (check all that apply): | <input type="checkbox"/> Area A <input type="checkbox"/> Area B <input type="checkbox"/> Area C <input type="checkbox"/> Area D <input type="checkbox"/> Area E | | |
| Is this a School of Nursing course?* | <input type="radio"/> Yes <input checked="" type="radio"/> No | | |
| Is this a College of Education course?* | <input type="radio"/> Yes <input checked="" type="radio"/> No | | |
| Desired Effective Semester* | Fall | Desired Effective Year* | 2019 |

| | | | |
|--|---|-----------------|----------------------------------|
| Frequency | 1 | Grading* | Undergraduate Standard Letter |
| Student Learning Outcomes | <ol style="list-style-type: none"> 1. The student will identify and distinguish between the five phases of production: development, pre-production, production, post-production, and distribution. 2. The student will identify trends in the industry, as well as examine the historical context and development of the role of the Producer. 3. The student will define and demonstrate the role and responsibility of the Producer, as well as understand the process and procedures of producing. 4. The student will demonstrate time management and leadership skills, as well as perform multiple tasks related to each phase of production. | | |
| Rationale* | <p>This class focuses on the often overlooked, yet absolutely essential aspect of producing within Film's creation-chain. While aspects are learned in many other classes, for these lessons to become indelible, a dedicated class is required.</p> <p>This class will also be a required class within the proposed B.S. in Film and Video Production.</p> <p>This class has been taught twice as a special topics (Fall 2018, Fall 2016).</p> | | |
| Prerequisites | COMM 3353 (min grade C) and COMM 3305 (min grade C) | | |
| Corequisites | | | |
| Cross-listing | | | |
| Restrictions | | | |
| May be repeated | | | |
| Fee* | 0 | | |
| Fee Justification | | | |
| Planning Info* | <p>Library Resources are Adequate</p> <p>Library Resources Need Enhancement</p> | | |
| Present or Projected Annual Enrollment* | 20 | | |
| Attach syllabus* | Syllabus has been attached - This is required | | |



COMM 4408: Producing for Film & Video

CRN 80814

Fall 2018

W (5:30pm – 8:00pm)

ANTH G-15

University of West Georgia
College of Social Sciences
Department of Mass Communications
1601 Maple Street
Carrollton, Georgia 30118

Instructor: Robyn Hicks
Office: Humanities 216
Hours: M (12pm-5pm) & by appt.
rhicks@westga.edu
678-839-4935

Course Detail & Objective:

Welcome to Producing for Film & Video! Designed as a producing workshop, students will study the art of producing for film and video. From the discovery of creative content to the technical demands of the position, students will learn the ins and outs of producing in every phase of production, from development to distribution. Ultimately, students will gain the tools and creative intelligence to reach their goals in film and video production.

Course Learning Outcomes:

1. The student will identify and distinguish between the five phases of production: development, pre-production, production, post-production, and distribution.
2. The student will identify trends in the industry, as well as examine the historical context and development of the role of the Producer.
3. The student will define and demonstrate the role and responsibility of the Producer, as well as understand the process and procedures of producing.
4. The student will demonstrate time management and leadership skills, as well as perform multiple tasks related to each phase of production.

Mass Communications Department Learning Outcomes:

1. Awareness: Students will demonstrate awareness of mass communications scholarship, i.e., theory/research; paramount economic, ethical, legal/policy, social, and technological issues; and the role of principle personalities and stakeholders within the context of freedom of speech, freedom of press, media competition, media convergence, diversity, and/or social responsibility. ACEJMC defines awareness as familiarity with facts, concepts, theories, laws and regulations, processes and effects.
2. Understanding: Students will demonstrate understanding of mass communications scholarship, i.e., theory/research; paramount economic, ethical, legal/policy, social, and technological issues; and the role of principle personalities and stakeholders within the context of freedom of speech, freedom of press, media competition, media convergence, diversity, and/or social responsibility. ACEJMC defines understanding as assimilation and comprehension of information, concepts, theories and ideas.

3. **Application:** Students will demonstrate effective application of mass communications scholarship, i.e., relate and/or apply concepts, theory/research, and professional principles to analyze and synthesize information, create, develop, produce, and/or write for converging digital, multi-media, and traditional media. ACEJMC defines application as competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

Required Book(s):

Producer to Producer (2nd Edition) by Maureen A. Ryan

https://www.amazon.com/Producer-Step-Step-Low-Budget-Independent/dp/1615932666/ref=sr_1_1?s=books&ie=UTF8&qid=1534180502&sr=1-1&keywords=producer+to+producer+by+maureen+ryan

Required Materials:

Subscription to StudioBinder (Professional Package - \$49/month)

<https://app.studiobinder.com/company/5b731d722ef1a72a2c1c4e6e/currentUser/5b731d722ef1a72a2c1c4e6e/pricing>

SD Card (Class 10) – for shooting final scene

1 TB External Hard Drive

Recommended Books/Materials:

The Declaration of Independent Filmmaking by Michael and Mark Polish

<https://www.amazon.com/Declaration-Independent-Filmmaking-Insiders-Hollywood/dp/0156029529>

Final Draft, Celtx or other industry acceptable screenwriting software

Adobe Premiere or other industry acceptable video editing software

Method of Instruction: Lecture, discussion, readings, writing, screenings, hands-on work.

Course Schedule:

| Week: | Day: | Date: | Class: | Homework Assignment: |
|--------------------|------|-------|---|--|
| 1 | W | 8/15 | Introductions, Course Objectives + Basic Set Overview; Hollywood vs. Indies | Read Ch. 1 |
| DEVELOPMENT | | | | |
| 2 | W | 8/22 | Basics of Development - Finding the Material - Logline and Pitch - Choose a Script to Breakdown (Rocky, Lady Bird, or American Beauty) | - Read. Ch. 2 - Read Chosen Screenplay |
| 3 | W | 8/29 | Script Breakdown - Nuts and Bolts - How the Breakdown Helps Production - How to Perform the Breakdown | - Read Ch. 3 --- DUE: Breakdown Screenplay |
| 4 | W | 9/5 | Budgeting & Funding - Overview | - Read Ch. 4 and 6 |

| | | | | |
|---------------------------------|---|-------|---|---|
| | | | <ul style="list-style-type: none"> - Spreadsheet Mechanics - Where does the \$\$\$ come from? - Crowd-funding <p>DUE: Feature Screenplay Breakdown</p> | <p>--- Source Short Screenplay</p> <p>--- DUE: Pitch</p> |
| 5 | W | 9/12 | <p>*PITCH WORKSHOP*</p> <p>DUE: Pitch Short Screenplays to Produce</p> | <p>--- Work on Short Screenplay Breakdowns & Budgets</p> |
| PRE-PRODUCTION: PART ONE | | | | |
| 6 | W | 9/19 | <p>Basics of Pre-Production</p> <ul style="list-style-type: none"> - Overview of Pre-Pro Paperwork - Division of Production Labor - Roles and Responsibilities - Next Steps | <p>- Read Ch. 7</p> <p>--- Work on Short Screenplay Breakdowns & Budgets</p> |
| 7 | W | 9/26 | <p>Location Scouting</p> <ul style="list-style-type: none"> - Role of Location Scout - Securing a Location - Release Forms - Tax Incentive Info | <p>- Read Ch. 5</p> <p>DUE: Short Screenplay Breakdowns & Budgets</p> |
| 8 | W | 10/3 | <p>The Casting Process</p> <ul style="list-style-type: none"> - Role of the Casting Director - Casting Call Procedure - What to look for & Callbacks <p>*CASTING WORKSHOP*</p> <p>DUE: Short Screenplay Breakdowns & Budgets</p> | <p>- Read Ch. 8</p> |
| 9 | W | 10/10 | <p>Crew Up!</p> <ul style="list-style-type: none"> - Crew Positions - Finding the right people - Hiring Paperwork | <p>- Read Chs. 9 & 10</p> <p>--- Organize Casting Calls</p> |
| PRE-PRODUCTION: PART TWO | | | | |
| 10 | W | 10/17 | <p>Legal & Insurance</p> <ul style="list-style-type: none"> - Rights and Liability - List of Agreements - Why do you need Insurance? <p>UPDATE: Discuss Casting Calls</p> | <p>- Read Ch. 11</p> <p>--- Organize Casting Calls</p> |
| 11 | W | 10/24 | <p>Scheduling</p> <ul style="list-style-type: none"> - Script Breakdown - Steps to Scheduling Success - Shooting Stripboards - Locking Schedule | <p>--- Organize and Conduct Casting Calls</p> <p>- DUE: Taped Casting Call Reel</p> |

| | | | | |
|--------------------------|---|-------|---|---|
| 12 | W | 10/31 | PRE-PRO ROUNDTABLE Each student will update the class on their producing process and status of their short film scene productions. DUE: Taped Casting Call Reel | - DUE: Schedule + Cast & Crew List |
| 13 | W | 11/7 | PRE-PRO ROUNDTABLE Each student will update the class on their producing process and status of their short film scene productions. DUE: Schedule + Cast & Crew List | - Read Chs. 12 – 14 - Produce Scene |
| PRODUCTION + POST | | | | |
| 14 | W | 11/14 | Production Basics + Safety - First Day on Set (Pulling it Together) - Wrap Checklist - Running a Smooth Set - Making Your Day - Safety 101 | - Read Chs. 15 – 19 - Produce Scene |
| 15 | W | 11/21 | THANKSGIVING – NO CLASS | |
| 16 | W | 11/28 | Post-Production + Distribution - Post-Production 101 - The Players - Audio and Music - Distribution, and Film Fests | Read Ch. 20 -DUE: Final Produced Scenes + Final Production Bible |
| 17 | W | 12/5 | SCREEN: Final Produced Scenes DUE: Final Scene Delivery + Production Bible | |

*If a homework assignment is listed following a class description, it is due for the upcoming class. For example, Chapter 1 must be read following class on Day 1 and in preparation for class on Day 2.

Assignment Breakdowns:

(2) Pop Quizzes (10% each = 20%) - A total of 2 pop quizzes will be given during class time at any time over the duration of the semester. The quizzes will cover important keywords and material covered in our textbook, thus it is imperative to stay up to date on reading assignments.

Feature Script Breakdown (10%) – Students will choose between three feature scripts (Rocky, Lady Bird, or American Beauty – found under the Contents Tab in D2L). Carefully read one script and, using the tools provided in class, the textbook, and StudioBinder, properly perform a breakdown of the script.

Short Film – Pitch (10%) – Students will choose one 5-7 page short film (either one you have written or one you source from another classmate) to produce over the course of the semester. The result will be to film a 2-3 minute scene from your screenplay. On Class 5, you will pitch the story elements + logistics of the screenplay and production to the class.

Short Film – Script Breakdown + Budget (10%) – Students will perform and turn in a script breakdown and budget utilizing StudioBinder for their short film.

Casting Call Reel (10%) – Students will hold a casting session in search of actors to perform in their final scenes. Auditions MUST consist of AT LEAST 10 actors + be taped, edited together in a reel, and delivered via a Vimeo link to the professor before the beginning of Class 12.

Short Film - Production Schedule + Cast & Crew List (10%) – Students will submit a production schedule, plus full cast & crew list for their short films. In the schedule, please provide a DETAILED shooting script of the scene you plan to film.

Short Film – Call Sheet (5%) – Students will submit a detailed call sheet of their scene production.

Short Film – 2-3 min Produced Scene (15%) – Student will submit a final, edited 2-3 minute scene, fully produced on a location they have scouted, with actors they have cast and crew they have sourced.

Production Bible (10%) – Students will submit a final Production Bible which will include documentation of all paperwork, including but not subjected to: script breakdown, budget, scheduling, casting paperwork and prep, schedule, shooting schedule of scene, cast and crew list, call sheet, plus a written reflection of the producing experience. A more detailed handout / rubric will be given out as the assignment approaches.

Final Exams Week:

Your final for this course will be a finished produced scene, due on **12/5**. No final exam will be giving during finals week.

Grading:

A= 90-100%

B=80-89%

C=70-79%

D=60-69%

F=0-59%

All quizzes, if given, will cover the material in reading assignments, required viewings and class lectures. **Individual handouts/instruction will be presented as each assignment is distributed over the course of the semester with more detailed information and grading rubric criteria.** *Many assignments have multiple 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.* 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.

MASS COMMUNICATIONS MAJORS & MINORS

You must earn a minimum of “C” in this course for this class to progress to further Mass Communications classes and to graduate with a degree in Mass Communications.

***Disclaimer:** This syllabus is a general course plan of action. Assignments and screening material are subject to change at the discretion of the instructor.

Course Policies:

Attendance & Participation: Students may miss no more than three (3) days over the course of the semester. Thereafter, the student may be docked three final grade points per missed class. For example, your 4th absence will result in the devaluation of your final grade and further absence will result in further action. Students are responsible for obtaining any missed course material from their fellow students. An absence may be excused if the student presents a doctor’s note or another acceptable form of documentation explaining absence.

Students must show up to class on time. Arriving to class later than 15 minutes after it has begun will result in an absence. Further, students must come prepared to work and learn. Performing tasks unrelated to the course during class-time (e.g. sleeping, emailing, surfing the web, not paying attention, etc) will also result in that student being asked to leave, therefore acquiring an absence.

I expect you to be physically, mentally, and emotionally present during our time together. Your participation is vital to both your success and that of this course.

Usage:

- No cell phones are permitted during class.
- No recording devices are permitted during class.
- No activities on computers other than class work are permitted during class.

Classroom Etiquette: In order to create a safe, valued and expressive academic environment where individual expression and social interchange are respected, please observe the following guidelines: (1) Students **must** address each other with respect, even when in debate; (2) Students **must** contribute to discussions, without dominating them; (3) Students **must** stay focused on the topic being discussed. Extraneous conversations and chatter will be prohibited.

Make-up/Late Policy: All assignments are due in accordance with the Class/Assignment Schedule. Unless arrangements are made prior to an assignment/test due day, no late assignments will be accepted or make-up work given, resulting in a failing grade. As the instructor, I reserve the right to **not** accept late assignments and have final word as to the necessity of make-up work. Arrangements will only be made to makeup the missed work if a student has a university-sponsored activity absence or a documented excuse for missing an assignment/test.

Plagiarism: Academic dishonest, cheating and/or Plagiarism within this class will result in a **grade of F for the assignment.** Submitting others' writing or ideas as your own, without specific citations or references of any kind, is plagiarism and is directly prohibited by the UWG Student Code of Conduct. I consider it no different from property theft; plagiarism is, by definition, *intellectual property theft*. Therefore, I will respond to any instances of plagiarism with the following actions: the student will receive a zero for the assignment; the student will be removed from class for a day; and a Student Infraction Form will be filed with the Office of Student Development and Enrollment Management, where it will be reviewed and placed on file with the Dean of Students.

Emailing: Students *must* check their UWG email **EVERY DAY**. I frequently email documents and class-related updates – not checking your email is no excuse for incomplete work. Allow 24 hours for an email response from me. Allow 48 hours over the weekend. My official email for our correspondence, and the one I will check, is: rhicks@westga.edu

Academic Advising: Please take advantage of academic advising and correspond / meet with your advisor regularly or as needed as that you are on track with your academic success.
<https://www.westga.edu/advising/>

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.

Supplemental UWG Syllabus: (PLEASE REVIEW – Includes information about Accessibility Services, Tutoring Opportunities, and the Counseling Center)
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

“Filmmaking is a chance to live many lifetimes.” – Robert Altman

*When I was a kid, there was no collaboration; it's you with a camera bossing your friends around. But as an adult, **filmmaking** is all about appreciating the **talents** of the people you surround yourself with and knowing you could never have made any of these **films** by yourself.*

- Stephen Spielberg

*Be **passionate** and **move forward** with **gusto** every single hour of every single day until you reach your **goal**. – Ava DuVernay*

COMM - 4409 - Directing for Film and Video Production

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* COMM

Course Number* 4409

Course Title* Directing for Film and Video Production

Long Course Title

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

Course Type* Mass Communications

**College - School/
Department*** Department of Mass Communications

Catalog Course Description* Students will build the vocabulary, conceptual framework, and practical skills necessary for directing audio-visual works. These include the ability to analyze and discuss shot progression, camera movement, and on-screen performance, as well as developing a deeper understanding of production practices and cinema as a visual language.

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

Yes
 No

Is this a General Education course?*

Yes No

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

Area A
 Area B
 Area C
 Area D
 Area E

Is this a School of Nursing course?*

Yes No

Is this a College of Education course?*

Yes No

Desired Effective Semester*

Desired Effective Year*

| | | |
|--|---|---|
| | Fall | 2019 |
| Frequency | 1 | Grading* Undergraduate Standard Letter |
| Student Learning Outcomes | <p>Upon completion of this course, students and will be able to:</p> <ul style="list-style-type: none"> • Analyze a story for structural, character, and thematic concerns, and express those ideas cinematically through visualization techniques. • Execute a visualized plan on-set through clear communication and collaboration with cast and crew. • Critique and edit their own work in regards to directing choices, thus strengthening cinematic voice. • Apply industry-driven terms, professional conduct and etiquette. | |
| Rationale* | <p>While some aspects of directing are learned in other classes, the craft requires at least one standalone class focused on it's study. This is the case in peer-programs.</p> <p>This class will be a required class within the proposed B.S. in Film and Video Production, and lines up with the same driving principle behind the creation of this degree program - to do what we have been doing, but even better, and with more depth.</p> <p>This class is currently being taught a special topics.</p> | |
| Prerequisites | COMM 3353 (min grade C) and COMM 3305 (min grade C) | |
| Corequisites | | |
| Cross-listing | | |
| Restrictions | | |
| May be repeated | | |
| Fee* | 0 | |
| Fee Justification | | |
| Planning Info* | <input checked="" type="checkbox"/> Library Resources are Adequate <input type="checkbox"/> Library Resources Need Enhancement | |
| Present or Projected Annual Enrollment* | 20 | |
| Attach syllabus* | <input checked="" type="checkbox"/> Syllabus has been attached - This is required | |



COMM 4409: Directing for Film & Video Production

ANTH G-15

University of West Georgia
College of Social Sciences
Department of Mass Communications
1601 Maple Street
Carrollton, Georgia 30118

Instructor: Robyn Hicks
Office: Humanities 216
Hours: M (12pm-5pm) & by appt.
rhicks@westga.edu
678-839-4935

Course Detail & Objective:

Welcome to Directing! In this course students will build the vocabulary, conceptual framework, and practical skills necessary for directing audio-visual works. These include the ability to analyze and discuss shot progression, camera movement, and on-screen performance, as well as developing a deeper understanding of production practices, and cinema as a visual language. Students will develop their visual voice by dissecting scenes, exploring the director's language, and participating in camera workshops. Outside film exercises are required.

Course Learning Outcomes:

This course leads students through the steps of visualization, interpreting and preparing a script for production, and executing a director's vision through production and post-production while examining topics of the director's role, working with actors and discussing theoretical principals involved in directing motion pictures.

Upon completion of this course, students and will be able to:

- Analyze a story for structural, character, and thematic concerns, and express those ideas cinematically through visualization techniques.
- Execute a visualized plan on-set through clear communication and collaboration with cast and crew.
- Critique and edit their own work in regards to directing choices, thus strengthening cinematic voice.
- Apply industry-driven terms, professional conduct and etiquette.

Mass Communications Department Learning Outcomes:

1. Awareness: Students will demonstrate awareness of mass communications scholarship, i.e., theory/research; paramount economic, ethical, legal/policy, social, and technological issues; and the role of principle personalities and stakeholders within the context of freedom of speech, freedom of press, media competition, media convergence, diversity, and/or social responsibility. ACEJMC defines awareness as familiarity with facts, concepts, theories, laws and regulations, processes and effects.
2. Understanding: Students will demonstrate understanding of mass communications scholarship, i.e., theory/research; paramount economic, ethical, legal/policy, social, and

technological issues; and the role of principle personalities and stakeholders within the context of freedom of speech, freedom of press, media competition, media convergence, diversity, and/or social responsibility. ACEJMC defines understanding as assimilation and comprehension of information, concepts, theories and ideas.

3. **Application:** Students will demonstrate effective application of mass communications scholarship, i.e., relate and/or apply concepts, theory/research, and professional principles to analyze and synthesize information, create, develop, produce, and/or write for converging digital, multi-media, and traditional media. ACEJMC defines application as competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

Required Book(s):

- (1) Lumet, Sidney. *Making Movies*. New York: Vintage Books, 1996.
- (2) Katz, Steven D. *Film Directing Shot by Shot*. Studio City, CA: Michael Wiese Productions, 1991.

Required Materials:

- USB Drive or SD Card for delivery of films and SD Card for shooting
- SD Card Reader
- 1 TB External Hard Drive
- Final Draft, Celtx, or other industry acceptable screenwriting software
- Adobe Premiere or other industry acceptable video editing software (available in lab)

Recommended Video: Out-of-class viewing may be required for this class.

www.netflix.com / www.filmstruck.com / <https://www.youtube.com/user/everyframeapainting>

Method of Instruction: Lecture, discussion, readings, writing, screenings, hands-on work.

Course Schedule:

| Week: | Day: | Date: | Class: | Assignment: |
|-------|------|-------|--|--|
| 1 | W | 1/9 | Introduction + Overview What's your favorite movie / director? Discuss Three Act Structure | Lumet, Preface + Ch. 1 Katz, Intro + |

| | | | | |
|----|---|------|---|---|
| | | | Discuss Silent Film Assignment | Part 1 (1 -3) |
| 2 | W | 1/16 | The Role of the Director -Scene Analysis Due + Discussion | Katz, Part 1 (4 & 5) + Part 2 |
| 3 | W | 1/23 | How to Run a Set Workshop | |
| 4 | W | 1/30 | -The Art of Visual Storytelling + Composition - What is a Look Book -Screen Short Films | |
| 5 | W | 2/6 | -Storyboards + Where do I put the camera? -Lenses + Coverage + Movement -Camera Workshop + Equipment Demo | |
| 6 | W | 2/13 | COMMERCIAL LOOKBOOK PRESENTATIONS DUE | Lumet, Ch. 2 : Katz, Part 3 (8-10) |
| 7 | W | 2/20 | Script Breakdown, Analysis + Beats Discuss Music Video Assignment | Lumet, Ch. 3 ; Katz, Part 3 (11-14) |
| 8 | W | 2/27 | Directing in Style + The Auteur Theory Music Video Pre-Pro Roundtable | Music Video Lookbook ; Katz, Part 3 (15 & 16) |
| 9 | W | 3/6 | LOOKBOOK PRESENTATIONS DUE | SHOOT + EDIT |
| 10 | W | 3/13 | MUSIC VIDEO PRESENTATIONS | Complete 3-5min Screenplay |
| 11 | W | 3/20 | Short Film Screenplays Due / Table Reads | Lumet, Ch. 4 ; Katz, Part 4 (17-19) |
| 12 | W | 3/27 | The Art of the Audition + How to Work with Actors | Auditions Lumet, Ch. 5 & 6 |
| 13 | W | 4/3 | Audition Footage Due Acting Workshop Cont. + Production Design | Lumet, Ch. 7 ; Katz, Part 4 (20-23) |
| 14 | W | 4/10 | LOOKBOOK PRESENTATIONS DUE | Lumet, Ch. 8 |
| 15 | W | 4/17 | Review Rough Cut / Dailies | Lumet, Ch. 9 |
| 16 | W | 4/24 | Review Rough Cut / Dailies | Final Cut |
| 17 | W | 5/1 | 3-5 min FINAL NARRATIVE SHORT FILM PRESENTATIONS | |

Assignment Breakdowns:

Directing Scene Analysis (5%) - Select a short 2-4 min scene from a produced movie (you can find the clip off YouTube or Vimeo) and be prepared to screen it in class and discuss the directing choices (i.e.: performances, camera placement / movement, color, tone, music, editing etc - basically what choices did the director make to bring the story to life and do you feel they

are successful - why or why not?) Bring the clip in on a thumb drive or email it to me before class. We'll take a look at the scenes and open it up to discussion. The discussion / analysis will be informal. Have fun and pick something you either love or dislike strongly.

Commercial Look Book (20%) – Students must select a brand or product and develop a commercial concept and storyline. As if the director is pitching his/her look book to an agency, students will present their visual look book to the class. A complete director's look book will include: Synopsis, Storyboards, Mood Boards, Cast and Crew Info + Production & Technical Plan.

Music Video Look Book (10%) – Students will develop and present a look book for their music video production. A complete director's look book will include: Synopsis, Script, Storyboards, Mood Boards, Cast and Crew Info + Production & Technical Plan.

***Music Video (20%)** – Outside of class and in collaboration with a crew and a band/solo artist, students must direct a 3-5 min music video. Whether or not the student writes/edits the music video or collaborates with a writer/editor outside of class is dependent upon the student, however all assignments must be completed when they are due. Each music video must consist of performance and narrative elements, and will be graded on creativity, three-act structure, and visual artistry + technique. The final edited music video must be uploaded to Vimeo and a link emailed to me before the beginning of the class for which it is due.

Audition Footage (5%) – Students must conduct auditions outside of class in the casting process of their short film productions. Students must upload and present 4 unedited taped auditions.

Short Film Look Book (10%) – Students will develop and present a look book for their 3-5 minute short film production. A complete director's look book will include: Synopsis, Script, Storyboards, Mood Boards, Cast and Crew Info + Production & Technical Plan.

***3-5min Narrative Short Film (30%)** - Outside of class and in collaboration with a crew, students must direct a 3-5 min short film. Whether or not the student writes/edits the short or collaborates with a writer/editor outside of class is dependent upon the student, however all assignments must be completed when they are due. Each short film will be graded on creativity, three-act structure, and visual artistry + technique. The final edited short film must be uploaded to Vimeo and a link emailed to me before the beginning of the class for which it is due.

***Collaboration in crew roles among students in this class and others is critical as students may be asked to evaluate each other.**

Grading:

A= 90-100%

B=80-89%

C=70-79%

D=60-69%

F=0-59%

All quizzes, if given, will cover the material in reading assignments, required viewings and class lectures. **Individual handouts/instruction will be presented as each assignment is distributed over the course of the semester with more detailed information and grading rubric criteria.** *Many assignments have multiple 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.* 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.

MASS COMMUNICATIONS MAJORS & MINORS

You must earn a minimum of "C" in this course for this class to progress to further Mass Communications classes and to graduate with a degree in Mass Communications.

***Disclaimer:** This syllabus is a general course plan of action. Assignments and screening material are subject to change at the discretion of the instructor.

Course Policies:

Attendance & Participation: Students may miss no more than three (3) days over the course of the semester. Thereafter, the student may be docked three final grade points per missed class. For example, your 4th absence will result in the devaluation of your final grade and further absence will result in further action. Students are responsible for obtaining any missed course material from their fellow students. An absence may be excused if the student presents a doctor's note or another acceptable form of documentation explaining absence.

Students must show up to class on time. Arriving to class later than 15 minutes after it has begun will result in an absence. Further, students must come prepared to work and learn. Performing tasks unrelated to the course during class-time (e.g. sleeping, emailing, surfing the web, not paying attention, etc) will also result in that student being asked to leave, therefore acquiring an absence.

I expect you to be physically, mentally, and emotionally present during our time together. Your participation is vital to both your success and that of this course.

Usage:

- No cell phones are permitted during class.
- No recording devices are permitted during class.
- No activities on computers other than class work are permitted during class.

Classroom Etiquette: In order to create a safe, valued and expressive academic environment where individual expression and social interchange are respected, please observe the following guidelines: (1) Students **must** address each other with respect, even when in debate; (2) Students

must contribute to discussions, without dominating them; (3) Students *must* stay focused on the topic being discussed. Extraneous conversations and chatter will be prohibited.

Make-up/Late Policy: All assignments are due in accordance with the Class/Assignment Schedule. Unless arrangements are made prior to an assignment/test due day, no late assignments will be accepted or make-up work given, resulting in a failing grade. As the instructor, I reserve the right to **not** accept late assignments and have final word as to the necessity of make-up work. Arrangements will only be made to makeup the missed work if a student has a university-sponsored activity absence or a documented excuse for missing an assignment/test.

Plagiarism: Academic dishonest, cheating and/or Plagiarism within this class will result in a **grade of F for the assignment**. Submitting others' writing or ideas as your own, without specific citations or references of any kind, is plagiarism and is directly prohibited by the UWG Student Code of Conduct. I consider it no different from property theft; plagiarism is, by definition, *intellectual property theft*. Therefore, I will respond to any instances of plagiarism with the following actions: the student will receive a zero for the assignment; the student will be removed from class for a day; and a Student Infraction Form will be filed with the Office of Student Development and Enrollment Management, where it will be reviewed and placed on file with the Dean of Students.

Emailing: Students *must* check their UWG email **EVERY DAY**. I frequently email documents and class-related updates – not checking your email is no excuse for incomplete work. Allow 24 hours for an email response from me. Allow 48 hours over the weekend. My official email for our correspondence, and the one I will check, is: rhicks@westga.edu

Academic Advising: Please take advantage of academic advising and correspond / meet with your advisor regularly or as needed as that you are on track with your academic success.
<https://www.westga.edu/advising/>

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.

Supplemental UWG Syllabus: (PLEASE REVIEW – Includes information about Accessibility Services, Tutoring Opportunities, and the Counseling Center)
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

“The directing of a picture involves coming out of your individual loneliness and taking a controlling part in putting together a small world. A picture is made. You put a frame around it and move on. And one day you die. That is all there is to it.” -John Huston

Addendum III

Nutrition Promotion and Education

2019-2020 Undergraduate New Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Program Type* Minor

Degree Type* Minor

Program Name* Nutrition Promotion and Education

College - School/ Department* Department of Sport Management, Wellness, and Physical Education

Program Description* The minor in Nutrition Promotion and Education is to provide students with a sound foundation of nutrition knowledge encompassing various aspects of the science of nutrition, to create advocates for good nutrition, and to empower future wellness, healthcare, fitness, and business professionals to share nutrition information effectively within their scope of practice.

Rationale* Education and nutrition are vital fundamental resources for improving public health. Poor nutrition is a primary contributor to the development of preventable chronic diseases. "Public health nutrition is the application of nutrition and public health principles to promote programs, systems, policies, and environments that aims to improve or maintain the optimal health of populations and targeted groups. Community nutrition encompasses individual and interpersonal-level interventions that create changes in knowledge, attitudes, behavior and health outcomes among individuals, families or small, targeted groups within a community setting" (Academy of Nutrition and Dietetics, 2018). A minor in Nutrition Promotion and Education will attract students from a variety of majors on campus, such as Health and Community Wellness, Nursing and others. The health and wellness industry is a \$3.7 trillion industry. Nutrition and healthy eating represents \$648 billion of the industry and intersects with many facets of society. Consequently, the minor in Nutrition Promotion and Education has the ability to appeal to majors who would like to expand their study to the area of nutrition. A minor in Nutrition Promotion and Education would provide students from all majors across campus access to coursework to supplement their major studies and provide industry-specific instruction not currently available in their home programs.

COURSES SHOULD BE APPROVED AT THE SAME TIME AS THE PROGRAM.

Program Learning Outcomes* Having satisfied the requirements of the minor, students will be able to:

1. develop a foundation of nutrition knowledge including, but not limited to, macro- and micronutrients, sports, and lifecycle nutrition, food safety and quantity production, nutrition education and counseling, and nutrition-related policy (ACEND 2, 3, 6, 7, 8, 9, 12 13);

- 2. develop a deeper knowledge for the science of nutrition within an appropriate and respective scope of practice (ACEND 4); and
- 3. demonstrate nutrition knowledge complementary to their major field of study (ACEND 2, 4, 6).

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Program Location* Carrollton Newnan

Desired Effective Semester* Fall

Desired Effective Year* 2019

Status* Active-Visible Inactive-Hidden

Assessment Plan* Assessment Plan has been attached
 Assessment Plan is not required (minor is a part of an existing major)

Prospective Curriculum*
New Core

New Core

Attach Program Map* Program Map has been attached.

Check all that apply to this program* Significant departure from previously approved programs
 New instructional site at which more than 50% of program is offered
 None of these apply

SACSCOC Comments

Attach Program Proposal* Program Proposal has been attached N/A (minor, embedded certificate)

Minor in Nutrition Promotion and Education

Vision

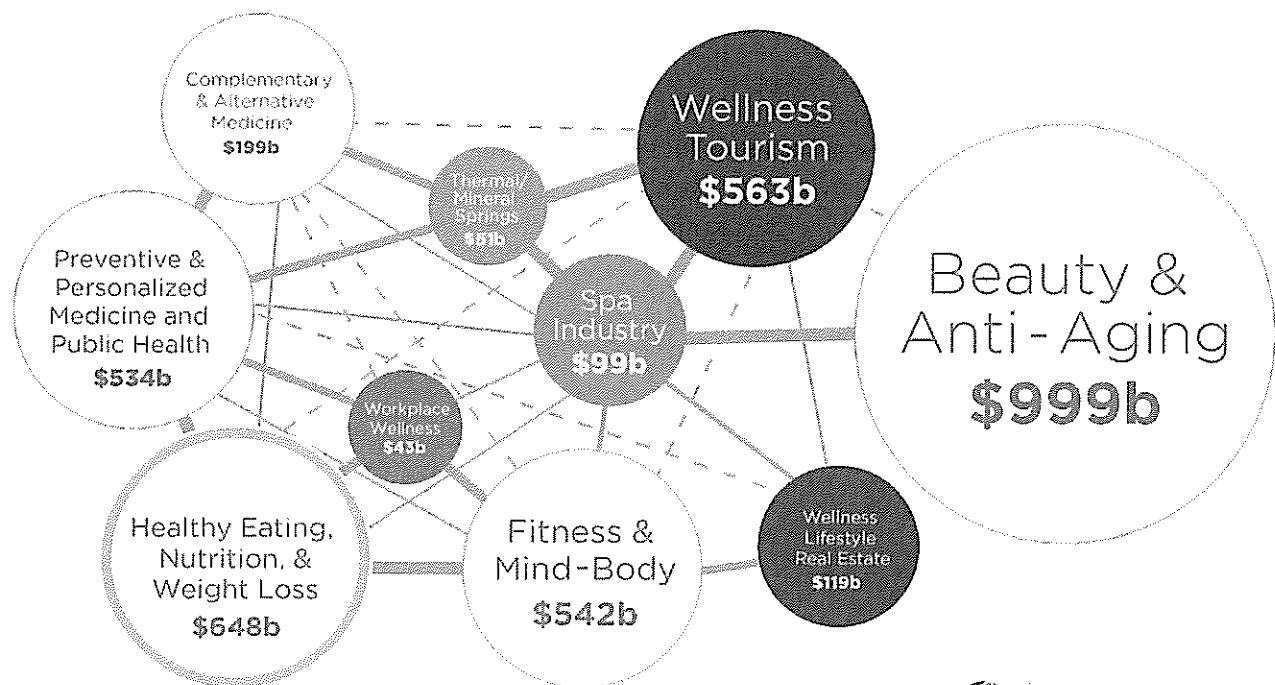
The vision of the minor in Nutrition Promotion and Education is to provide students with a sound foundation of nutrition knowledge encompassing various aspects of the science of nutrition, to create advocates for good nutrition, and to empower future wellness, healthcare, fitness and business professionals to share nutrition information effectively within their scope of practice.

Rationale

Education and nutrition are vital fundamental resources for improving public health. Poor nutrition is a primary contributor to the development of preventable chronic diseases. “Public health nutrition is the application of nutrition and public health principles to promote programs, systems, policies and environments that aims to improve or maintain the optimal health of populations and targeted groups. Community nutrition encompasses individual and interpersonal-level interventions that create changes in knowledge, attitudes, behavior and health outcomes among individuals, families or small, targeted groups within a community setting” (Academy of Nutrition and Dietetics, 2018). A minor in Nutrition Promotion and Education will attract students from a variety of majors on campus, such as Health and Community Wellness, Nursing, Counseling and others.

The health and wellness industry is a \$3.7 trillion industry. Nutrition and healthy eating represents \$648 billion of the industry and intersects with many facets of society. Consequently, the minor in Nutrition Promotion and Education has the ability to appeal to majors who would like to expand their study to the area of nutrition. A minor in Nutrition Promotion and Education would provide students from all majors across campus access to coursework to supplement their major studies and provide industry-specific instruction not currently available in their home programs.

GLOBAL WELLNESS ECONOMY: \$3.7 trillion in 2015



Note: Numbers may not add due to overlap in segments

Compatible Majors

The Department of Sport Management, Wellness, and Physical Education, specifically the Health and Community Wellness Program, often receives requests from students in other majors seeking information regarding nutrition courses or a nutrition minor. Efforts would be made to specifically market the Nutrition Promotion and Education minor to certain students majoring in related disciplines. Listed below are some compatible majors offered at UWG which would pair well with a minor in Nutrition Promotion and Education:

- Biology
- Early Childhood Education
- Environmental Studies
- Health and Community Wellness
- Health and Physical Education Teacher Education
- Nursing
- Psychology
- Sociology
- Speech-Language Pathology
- Sport Management

Proposed Requirements

The proposal for a new minor requires new course offerings. A minor in Nutrition Promotion and Education would require fifteen credit hours. A prerequisite of CMWL 3210 Healthy Eating and Nutrition is required for the minor. Health and Community Wellness (CMWL) students will complete PHED 3210 as a part of their major coursework. They will subsequently complete the five courses listed below. Other majors will take CMWL3210 Healthy Eating and Nutrition as the prerequisite to the minor and subsequently complete four of the five courses listed below of their choosing. All courses must be completed with a grade of C or better and maintain a GPA of 2.0 as part of the required minor.

Coursework to Fulfill the Requirement

| |
|---|
| Health and Community Wellness Majors <i>CMWL 3210 Healthy Eating and Nutrition</i> <i>Prerequisite for the Nutrition Promotion and Education minor required in the CMWL major.</i> |
|---|

All five of the following courses are required to complete the minor:

| |
|---|
| NUTR 3100 Lifecycle Nutrition and Disease Management |
| NUTR 3200 Sports Nutrition |
| NUTR 3300 Nutrition-Focused Operational Management |
| NUTR 4100 Nutrition Education and Counseling Strategies |
| NUTR 4200 Fundamentals of Nutrition Policy: Poverty, Programs, Promotion and Practice |

| |
|--|
| Non-Health and Community Wellness Majors <i>CMWL 3210 Healthy Eating and Nutrition</i> <i>Prerequisite for Nutrition Promotion and Education minor.</i> |
|--|

Four of the five courses listed below are required to complete the minor:

| |
|---|
| NUTR 3100 Lifecycle Nutrition and Disease Management |
| NUTR 3200 Sports Nutrition |
| NUTR 3300 Nutrition-Focused Operational Management |
| NUTR 4100 Nutrition Education and Counseling Strategies |
| NUTR 4200 Fundamentals of Nutrition Policy: Poverty, Programs, Promotion and Practice |

CMWL 3210 Healthy Eating and Nutrition

This undergraduate course provides healthy eating and nutrition principles for fitness and wellness professionals. The course helps students understand the role of nutrition in improving health and applying these ideas to establish healthy SMART goals and eating plans. A review of current eating habits and patterns using nationally recommended dietary guidelines and nutritional assessment tools will be covered. Course topics include the relationship between nutrition and various diseases, use of dietary supplementation, and nutrition for improved sport and fitness performance.

NUTR 3100 Lifecycle Nutrition and Disease Management (New Course)

Students will learn about the nutritional needs of infants, children, adolescents, pregnant and lactation women, and middle-aged and elderly people. The course will also investigate various chronic diseases and how nutrition plays a role in prevention, treatment and health maintenance.

NUTR 3200 Sports Nutrition (New Course)

This course provides a basic understanding of the importance of nutrition in physical activity and sports performance. Topics will include energy metabolism during exercise, optimizing nutrient and food intake for performance, fluid balance, unique nutrient needs for sport participants and common micronutrient deficiencies, and the role and safety of nutritional supplements and ergogenic aids in physical activity.

NUTR 3300 Nutrition-Focused Operational Management (New Course)

This course provides principles and practices for foodservice business operations. Students will learn the foundations of operational foodservice management including menu planning, quantity food production, procurement principles, financial management, and food safety and sanitation. Fundamentals of human resource management and leadership will also be reviewed in the course. Students will complete the coursework and certification exam for ServSafe Manager during this course. These principles will prepare students for various foodservice operational management applications and leadership roles.

NUTR 4100 Nutrition Education and Counseling Strategies (New Course)

This course provides principles and practices of nutrition education for individuals and groups, including aspects of public speaking and lesson planning. Students will learn to plan, implement, and evaluate nutrition educational materials for use in individual counseling and small groups. Counseling skills will be taught and applied in simulated situations with an emphasis placed on motivational interviewing.

NUTR 4200 Fundamentals of Nutrition Policy: Poverty, Programs, Promotion and Practice (New Course)

Students will become familiar with domestic nutrition-related policies and practices and will be able to critically analyze and discuss how policies, poverty, and promotion and marketing impact health and weight. The class will cover how science and lobbying impact nutrition policy and controversies in federal nutrition policy; the links between food and nutrition in obesity and poverty and how this connection impacts population health; the role of private industry in nutrition policy, practice and programming; and hot topics in nutrition. A community service component will enhance student understanding of federal nutrition programs and how they impact families.

Nutrition Education and Promotion Minor Program Student Learning Outcomes Assessment Proposal

Program Coordinator

Jessica Aldridge, MS, RDN, LD

Department of Sport Management, Wellness and Physical Education

Student Learning Outcomes

Having satisfied the requirements of the minor, students will be able to:

1. develop a foundation of nutrition knowledge including, but not limited to, macro- and micronutrients, sports and lifecycle nutrition, food safety and quantity production, nutrition education and counseling, and nutrition-related policy (ACEND 2, 3, 6, 7, 8, 9, 12 13);
2. develop a deeper knowledge for the science of nutrition within an appropriate and respective scope of practice (ACEND 4); and
3. demonstrate nutrition knowledge complementary to their major field of study (ACEND 2, 4, 6).

Assessment Plan

Upon completion of credit hours for the minor students will be required to complete the following to receive accreditation:

- A pre-test and post-test will be administered through CourseDen as an evaluative benchmark for all students entering the minor. The test will be approximately 50 questions and cover a range of topics reviewed in the course. The questions will encompass foundational knowledge the student should possess upon passing the course to move on to more challenging coursework in the minor. The test will not be counted as a grade but will solely be used for assessment purposes.
(Administered in PHED 3210 – Healthy Eating and Nutrition)
- A nutrition counseling and education project will provide an opportunity for students to practice much of what they have learned through their coursework in the minor program. Students will identify one or two volunteers who are willing to be a “client” and counsel and educate them appropriately for their given diagnoses or conditions. This project will not only draw on a variety of knowledge students have gained throughout their coursework but also require them to apply judgement of scope of practice to individual cases. The counseling and education sessions will ideally be simulated in the Wolf Wellness Center in order for students to have the most realistic environment possible. This evaluation will count for a grade in the given course.
(Administered in NUTR 4100 – Nutrition Education and Counseling Strategies)

- A Community Outreach Service Learning Project will offer students an experiential learning project to integrate class topics and provide hands-on experience. Students will be required to complete ten or more hours of community service or volunteer work at various locations suggested and/or approved by the instructor, including the Atlanta Community Food Bank, local church and community food pantries, soup kitchens, and farmer's markets. This project will serve two purposes: help community organizations achieve their objectives and allow students to gain a deeper understanding of the nutrition policies and programs about which they are learning. Students will better appreciate and understand the impact of nutrition policies and programs through this project while also learning about working in an interdisciplinary team setting. This evaluation will count for a grade in the given course.
(Administered in NUTR 4200 – Fundamentals of Nutrition Policy: Poverty, Programs, Promotion and Practice)

| INSTRUCTIONS | CURRICULUM MAPPING TEMPLATE | | | | | | | |
|---|--|---|----------------------|--|---|---|--|--|
| <p>1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)</p> <p>2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)</p> <p>3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)</p> <p>4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)</p> <p>5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.</p> <p>6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.</p> | DEPARTMENT: | Sport Management, Wellness and Physical Education | | | PL-SLO 1 | PL-SLO 2 | PL-SLO 3 | |
| | PROGRAM: | Minor in Nutrition Promotion and Education | COURSES | | Develop a foundation of nutrition knowledge including, but not limited to, macro- and micronutrients, sports and lifecycle nutrition, food safety and quantity production, nutrition education and counseling, and nutrition-related policy (ACEND 2, 3, 6, 7, 8, 9, 12, 13). | Attain a deeper understanding and greater appreciation for the science of nutrition within an appropriate and respective scope of practice (ACEND 4). | Collaborate with an interdisciplinary team as a well-rounded healthcare, wellness or business professional with nutrition knowledge complementary to their major field of study (ACEND 2, 4, 6). | |
| | | 1 | CMWL 3210 (A) | | I, R, M | I, R | I, R | |
| | <p>INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.</p> | 2 | NUTR 3100 (Proposed) | | I, R | I | I, R | |
| | | 3 | NUTR 3200 (Proposed) | | I, R | I,R | I, R | |
| | | 4 | NUTR 3300 (Proposed) | | I, R | I | I, R | |
| | | 5 | (A) | | I, R, M | I, R, M | I, R, M | |
| | | 6 | (A) | | I, R, M | I | I, R, M | |
| | | | | | | | | |
| | <p>REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.</p> | | | | | | | |
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| | <p>MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.</p> | | | | | | | |
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| | <p>**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.</p> | | | | | | | |
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Review of Accreditation Council for Education in Nutrition and Dietetics (ACEND) Standards for Didactic Programs in Nutrition and Dietetics (DPDs)

A portion of the ACEND Standards for DPDs were reviewed to compare objectives for the proposed courses in the Nutrition Education and Promotion minor and accredited nutrition and dietetics programs. Some standards will not be appropriate for the program and student population at UWG at this time, such as applying the Nutrition Care Process or learning about Medical Nutrition Therapy, as these roles are specifically reserved for registered dietitians. However, these guidelines are the standard for nutrition education and will provide merit for the minor in Nutrition Promotion and Education. This can also serve as a baseline for future endeavors into an accredited DPD at the University of West Georgia.

| ACEND Standards for Didactic Practice: Domain 5 Curriculum and Learning Activities; Required Elements of Program Curriculum | CMWL 3210 Healthy Eating and Nutrition | NUTR 3100 Lifecycle Nutrition and Disease Management | NUTR 3200 Sports Nutrition | NUTR 3300 Nutrition-Focused Operational Management | NUTR 4100 Nutrition Education and Counseling Strategies | NUTR 4200 Fundamentals of Nutrition Policy |
|---|--|--|----------------------------------|---|--|--|
| 1. Research methodology, interpretation of research literature and integration of research principles into evidence-based practice | | | | | | |
| 2. Communication skills sufficient for entry into professional practice | | | | | x | |
| 3. Principles and techniques of effective education, counseling and behavior change theories and techniques | x | | | | x | |
| 4. Governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and interprofessional relationships in various practice settings | | | | | | |
| 5. Principles of medical nutrition therapy and the Nutrition Care Process | | | | | | |
| 6. Role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention | | x | | | | x |
| 7. Management theories and business principles required to deliver programs and services | | | | x | | |

| | | | | | | |
|---|--|---|--|---|--|---|
| 8. Continuous quality management of food and nutrition services | | | | x | | |
| 9. Fundamentals of public policy, including the legislative and regulatory basis of nutrition and dietetics practice | | | | | | x |
| 10. Health care delivery systems (such as accountable care organizations, managed care, medical homes) | | | | | | |
| 11. Coding and billing of nutrition and dietetics services to obtain reimbursement for services from public or private payers, fee-for-service, and value-based payment systems | | | | | | |
| 12. Food science and food systems, environmental sustainability, techniques of food preparation and development and modification and evaluation of recipes, menus and food products acceptable to diverse populations | | | | x | | |
| 13. Organic chemistry, biochemistry, anatomy, physiology, genetics, microbiology, pharmacology, statistics, logic, nutrient metabolism, integrative and functional nutrition and nutrition across the lifespan | | x | | | | |
| 14. Cultural competence and human diversity; human behavior, psychology and sociology, or anthropology | | | | | | |

Accreditation Council for Education in Nutrition and Dietetics (2018). *ACEND Accreditation Standards For Nutrition and Dietetics Didactic Programs*. Retrieved from: <https://www.eatrightpro.org/-/media/eatrightpro-files/acend/about-program-accreditation/accreditation-standards/2017standardsfordpdprograms.pdf?la=en&hash=B981CA74C919679C37830041802FF4E711C9E9CF>

| ACEND Standards for Didactic Practice: Domain 5 Curriculum and Learning Activities; Required Elements of the Core Knowledge for RDNs | CMWL 3210 Healthy Eating and Nutrition | NUTR 3100 Lifecycle Nutrition and Disease Management | NUTR 3200 Sports Nutrition | NUTR 3300 Nutrition-Focused Operational Management | NUTR 4100 Nutrition Education and Counseling Strategies | NUTR 4200 Foundations of Nutrition Policy |
|---|---|---|---|---|--|--|
| KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions. | | | x | | | x |
| KRDN 1.2 Use current information technologies to locate and apply evidence-based guidelines and protocols. | | | | | | |
| KRDN 1.3 Apply critical thinking skills. | x | x | x | x | x | x |
| KRDN 2.1 Demonstrate effective and professional oral and written communication and documentation. | | | | | | |
| KRDN 2.2 Describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and describe interprofessional relationships in various practice settings. | | x | | | | |
| KRDN 2.3 Assess the impact of a public policy position on nutrition and dietetics practice. | | | | | | x |
| KRDN 2.4 Discuss the impact of health care policy and different health care delivery systems on food and nutrition services. | | | | | | x |
| KRDN 2.5 Identify and describe the work of interprofessional teams and the roles of others with who the registered dietitian nutritionist collaborates in the delivery of food and nutrition services. | | x | x | | x | |
| KRDN 2.6 Demonstrate an understanding of cultural competence/sensitivity. | | | | | x | x |

| | | | | | | |
|--|--|---|---|---|---|--|
| KRDN 2.7 Demonstrate identification with the nutrition and dietetics profession through activities such as participation in professional organizations and defending a position on issues impacting the nutrition and dietetics profession. | | | | | X | |
| KRDN 2.8 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others. | | | | | | |
| KRDN 3.1 Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions. | | | | | | |
| KRDN 3.2 Develop an educational session or program/education strategy for a target population. | | X | X | | X | |
| KRDN 3.3 Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups. | | | | | X | |
| KRDN 3.4 Explain the processes involved in delivering quality food and nutrition services. | | | | X | | |
| KRDN 3.5 Describe basic concepts of nutritional genomics. | | | | | | |
| KRDN 4.1 Apply management theories to the development of programs or services. | | | | X | | |
| KRDN 4.2 Evaluate a budget and interpret financial data. | | | | X | | |
| KRDN 4.3 Describe the regulation system related to billing and coding, what services are reimbursable by third party payers, and how reimbursement may be obtained. | | | | | | |
| KRDN 4.4 Apply the principles of human resource management to different situations. | | | | X | | |
| KRDN 4.5 Describe safety principles related to food, personnel and consumers. | | | | X | | |
| KRDN 4.6 Analyze data for assessment and evaluate data to be used in decision-making for continuous improvement. | | | | | | |

Accreditation Council for Education in Nutrition and Dietetics (2018). *ACEND Accreditation Standards For Nutrition and Dietetics Didactic Programs*. Retrieved from: <https://www.eatrightpro.org/-/media/eatrightpro-files/acend/about-program-accreditation/accreditation-standards/2017standardsfordpdprograms.pdf?la=en&hash=B981CA74C919679C37830041802FF4E711C9E9CF>

NUTR 3100: Lifecycle Nutrition and Disease Management

*Instructor Information

Instructor:

Telephone (department):

Class Meeting Time & Location:

Online Hours:

Office Location:

Westga email:

Telephone (direct):

Skype or Google+ name

*Support for Courses

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College of Education Vision

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Course Information

Course Description

Students will learn about the nutritional needs of infants, children, adolescents, pregnant and lactation women, and middle-aged and elderly people. The course will also investigate various chronic diseases and how nutrition plays a role in prevention, treatment and health maintenance.

Credit Hours: 3.0

Prerequisites: CMWL 3210 Healthy Eating and Nutrition; Admission to Nutrition Minor (NUTR)

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) Brown, J., Isaacs, J., Krinke, B., Lechtenberg, E., and Murtaugh, M. (2013). *Nutrition Through the Life Cycle*. Cengage Learning (5th edition).

Suggested Text(s)

Approaches to Instruction

Instruction in this course will be delivered through CourseDen as an online course (100% online). Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

*Course Objectives and Learning Outcomes

At the conclusion of this course, students will be able to:

1. explain the role of nutrition within the complex processes of pregnancy, lactation, child development, growth and aging.
2. discuss how and why nutrient needs change during each stage of the lifecycle, including the impact of physiological and developmental changes.
3. explain processes of common chronic disease such as obesity, diabetes, and cardiovascular disease.
4. explain the role of nutrition in the prevention, development and treatment of disease.
5. identify community programs and professional organizations which support prevention and management of chronic disease.

Assignments

Always refer to CourseDen for additional assignment details and due dates.

*Proctored Exam

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Attendance Policy:

Extra Credit:

Late Work:

Professional Conduct:

*UWG Policies

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- Don't use abbreviations or acronyms unless the entire class knows them.
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- Keep the dialog collegial and professional.

Expected Response Times

Class Schedule Information (can be a separate document)

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Additional Support Information

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<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

NUTR 3200 Sports Nutrition

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

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*Course Information

Course Description

This course provides a basic understanding of the importance of nutrition in physical activity and sports performance. Topics will include energy metabolism during exercise, optimizing nutrient and food intake for performance, fluid balance, unique nutrient needs for sport participants and common micronutrient deficiencies, and the role and safety of nutritional supplements and ergogenic aids in physical activity.

Credit Hours: 3.0

Prerequisites: CMWL 3210 Healthy Eating and Nutrition; Admission to Nutrition Minor (NUTR)

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) Williams, M.H., Anderson, D.E., and Rawson, E.S. (2013). *Nutrition for Health, Fitness & Sport*. McGraw Hill (11th edition).

Suggested Text(s) Dunford, M. and Doyle, J.A. (2015). *Nutrition for Sport & Exercise*. Cengage Learning (3rd edition).

Muth, N.D. (2014). *Sports Nutrition for Health Professionals*. F.A. Davis Company (1st edition).

Approaches to Instruction

Instruction in this course will be delivered through CourseDen as an online course (100% online). Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

*Course Objectives and Learning Outcomes

At the conclusion of this course, students will be able to:

1. describe the 2015 – 2020 Physical Activity Dietary Guidelines for Americans.
2. differentiate between different levels and types of physical activity.
3. explain energy systems utilized during physical activity.
4. define the role macronutrients play in each energy system and how they are metabolized.
5. assess energy and fluid needs for athletes based on type of activity and intensity.
6. describe macronutrient and micronutrient needs for different types of athletes.
7. discuss manipulation of body composition by way of healthy weight loss or weight gain through diet and physical activity.
8. explain scope of practice for wellness and fitness professionals providing nutrition education.
9. discuss proposed mechanisms of popular fad diets and ergogenic aids.

10. describe efficacy and safety of nutrition supplements and ergogenic aids.

Assignments

Always refer to CourseDen for additional assignment details and due dates.

*Proctored Exam

Grading Information and Policy

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Course Policies

Attendance Policy:

Extra Credit:

Late Work:

Professional Conduct:

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NUTR 3300 Nutrition-Focused Operational Management

*Instructor Information

| | |
|--------------------------------|-------------------------|
| Instructor: | Telephone (department): |
| Class Meeting Time & Location: | Online Hours: |
| Office Location: | Westga email: |
| Telephone (direct): | Skype or Google+ name |

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*Course Information

Course Description

This course provides principles and practices for foodservice business operations. Students will learn the foundations of operational foodservice management including menu planning, quantity food production, procurement principles, financial management, and food safety and sanitation. Fundamentals of human resource management and leadership will also be reviewed in the course. Students will complete the coursework and certification exam for ServSafe Manager during this course. These principles will prepare students for various foodservice operational management applications and leadership roles.

Credit Hours: 3.0

Prerequisites: CMWL 3210 Healthy Eating and Nutrition; Admission to Nutrition Minor (NUTR)

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) National Restaurant Association (2017). *ServSafe Manager*. Pearson (7th edition).

Gregoire, M.B. (2016). *Foodservice Organizations: A Managerial and Systems Approach*. Pearson (9th edition).

Suggested Text(s)

Approaches to Instruction

Instruction in this course will be delivered through CourseDen as an online course (97% online) with the exception of the ServSafe Manager Certification exam which will require students to attend class once per semester. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

Course Objectives and Learning Outcomes

At the conclusion of this course, students will be able to:

1. discuss the need to maintain safe and sanitary foodservice environments.
2. identify effective and unhealthy food safety practices.
3. plan and evaluate basic menus for foodservice operations.
4. explain basic foodservice operational procedures associated with food preparation, inventory controls and labor costs controls.
5. complete the coursework and obtain the certification for ServSafe Manager.

6. explain basic human resource practices associated with developing job descriptions, hiring, interviewing, and evaluating employees.
7. identify motivational theories and leadership traits.

Assignments

Always refer to CourseDen for additional assignment details and due dates.

*Proctored Exam

Grading Information and Policy

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NUTR 4100 Nutrition Education and Counseling Strategies

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

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*Course Information

Course Description

This course provides principles and practices of nutrition education for individuals and groups, including aspects of public speaking and lesson planning. Students will learn to plan, implement, and evaluate nutrition educational materials for use in individual counseling and small groups. Counseling skills will be taught and applied in simulated situations with an emphasis placed on motivational interviewing.

Credit Hours: 3.0

Prerequisites: CMWL 3210 Healthy Eating and Nutrition; Admission to Nutrition Minor (NUTR)

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) Bauer, Liou, and Sokolik. *Nutrition Counseling and Education Skill Development*. Brooks Cole Publishers (3rd edition).

Suggested Text(s)

Approaches to Instruction

Instruction in this course will be delivered through CourseDen as an online course (100% online). Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

Course Objectives and Learning Outcomes

At the conclusion of this course, students will be able to:

1. utilize the principles of health promotion, health behavior, and learning theories in the selection and design of nutrition education approaches and programs.
2. utilize criteria to evaluate teaching resources available from a variety of sources including government agencies, commercial publishers, the internet, etc. for use in nutrition education programs.
3. design and develop a nutrition education program.
4. design, select or adapt nutrition education programs to meet the needs of diverse populations including culture, age, ethnicity, gender and social class.
5. utilize appropriate strategies and technology in delivering nutrition education concepts.
6. demonstrate methods of a client-centered approach and utilize listening and response skills to promote behavior change.
7. utilize a variety of communication and counseling skills and methods to effectively promote behavioral change in clients.

8. utilize behavioral change theories and motivational interviewing techniques in individual counseling sessions.
9. facilitate group educational and counseling sessions to a specific audience including diverse population groups.
10. determine appropriate scope of practice when applying the above skills and knowledge into professional settings.

Assignments

Always refer to CourseDen for additional assignment details and due dates.

Weekly Quizzes

Quizzes will cover weekly reading assignments and PowerPoint lectures. *(Objectives 1-10)*

Counseling Projects I & II

Students will identify an individual who agrees to be their client. Students will interview and counsel their client on a nutrition-related issue. *(Objectives 5, 6, 7, 8, and 10)*

Cross Cultural Assignment

Students will interview a person from a different culture covering topics of food choices, health issues, common health topics, and preferred methods of communication. *(Objectives 4 and 9)*

Telehealth/Phone Counseling Practice Session

Students will increase their knowledge of and practice alternative delivery of nutrition counseling and education. Students will learn about telehealth and provide an individual counseling or education session through telephone- or internet-based communication. Students will learn about effective practice strategies for telehealth. *(Objectives 1, 3, 5, 6, 7, 8 and 10)*

Food Demonstration/Education

Students will gain experience in planning and executing a nutrition education session by submitting a recording of themselves providing a food demonstration or education session. They will be evaluated on effectiveness. *(Objectives 1, 3, 4, and 5)*

Discussion Posts

Students will interact and learn from their peers as they reflect on relevant topics and provide feedback on experiences gained throughout the semester. Students will be asked to reflect and provide their opinions on “Hot Topics” and other relevant subjects. *(Objectives 2, 4, 5, 6, 7, 8, 9 and 10)*

*Proctored Exam

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Attendance Policy:

Extra Credit:

Late Work:

Professional Conduct:

*UWG Policies

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- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

Class Schedule Information (can be a separate document)

| NUTR 4100 Nutrition Education and Counseling Strategies – Semester, Year | | | | | |
|--|------|---|-------------|-------------|----------|
| Module | Date | Topic/Activity | Assignments | Course Obj. | Due Date |
| 1 | | Preparing to Meet Your Clients | | | |
| 2 | | Frameworks for Understanding and Attaining Behavior Change | | | |
| 3 | | Communication Essentials | | | |
| 4 | | Meeting Your Client: The Counseling Interview Utilizing Motivational Interviewing | | | |
| 5 | | Developing a Healthy Eating Plan | | | |
| 6 | | Promoting Change to Facilitate Self-Management | | | |
| 7 | | Making Behavior Change Last | | | |
| 8 | | Physical Activity: Client Goal-Setting Guidelines | | | |
| 9 | | Communication with Diverse Population Groups | | | |
| 10 | | Group Facilitation and Counseling | | | |
| 11 | | Keys to Successful Nutrition Education Interventions | | | |
| 12 | | Education Strategies and Mass Media | | | |
| 13 | | Program Evaluation | | | |
| 14 | | Professional Issues and Scope of Practice | | | |
| **Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments and exams are in bold. | | | | | |

Additional Support Information

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Technical support for CourseDen, as well as the technological requirements, accessibility

statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

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online@westga.edu
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<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
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- **Common Language for Course Syllabi**
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

NUTR 4200 Fundamentals of Nutrition Policy: Poverty, Programs, Promotion and Practice

*Instructor Information

| | |
|--------------------------------|-------------------------|
| Instructor: | Telephone (department): |
| Class Meeting Time & Location: | Online Hours: |
| Office Location: | Westga email: |
| Telephone (direct): | Skype or Google+ name |

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu

[24/7/365 D2L Help Center](#)
Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

College of Education Vision

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that change lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: Education, Leadership, and Health. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in teaching, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

*Course Information

Course Description

Students will become familiar with domestic nutrition-related policies and practices and will be able to critically analyze and discuss how policies, poverty, and promotion and marketing impact health and weight. The class will cover how science and lobbying impact nutrition policy and controversies in federal nutrition policy; the links between food and nutrition in obesity and poverty and how this connection impacts population health; the role of private industry in nutrition policy, practice and programming; and hot topics in nutrition. A community service component will enhance student understanding of federal nutrition programs and how they impact families.

Credit Hours: 3.0

Prerequisites: CMWL 3210 Healthy Eating and Nutrition; Admission to Nutrition Minor (NUTR)

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) None

Suggested Text(s) Adam A, Jensen JD. What is the effectiveness of obesity related interventions at retail grocery stores and supermarkets? -a systematic review. BMC Public Health. 2016 Dec 28;16(1):1247. doi: 10.1186/s12889-016-3985-x.

Andreyeva T, Luedicke J, Henderson KE, Tripp AS. Grocery store beverage choices by participants in federal food assistance and nutrition programs. Am J Prev Med. 2012 Oct;43(4):411-8.

Chrisinger BW, DiSantis KI, Hillier AE, Kumanyika SK. Family food purchases of high- and low-calorie foods in full-service supermarkets and other food retailers by Black women in an urban US setting. Prev Med Rep. 2018 Mar 1;10:136-143. doi: 10.1016/j.pmedr.2018.02.018.

Davy BM, Zoellner JM, Waters CN, Bailey AN, Hill JL. Associations among chronic disease status, participation in federal nutrition programs, food insecurity, and sugar-sweetened beverage and water intake among residents of a health-disparate region. J Nutr Educ Behav. 2015 May-Jun;47(3):196-205. doi: 10.1016/j.jneb.2015.01.001. Epub 2015 Feb 9.

Flórez KR, Richardson AS, Ghosh-Dastidar MB, Troxel W, DeSantis A, Colabianchi N, Dubowitz T. The power of social networks and social support in promotion of physical activity and body mass index among African American adults. SSM Popul Health. 2018 Mar 17;4:327-333. doi: 10.1016/j.ssmph.2018.03.004. eCollection 2018 Apr.

Garbers S, Hunersen K, Nechitilo M, Fisch M, Bell DL, Byrne MW, Gold MA. Healthy Weight and Cardiovascular Health Promotion Interventions for

Adolescent and Young Adult Males of Color: A Systematic Review. Am J Mens Health. 2018 May 1;1557988318777923. doi: 10.1177/1557988318777923.

Gittelsohn J, Trude AC, Poirier L, Ross A, Ruggiero C, Schwendler T, Anderson Steeves E. The Impact of a Multi-Level Multi-Component Childhood Obesity Prevention Intervention on Healthy Food Availability, Sales, and Purchasing in a Low-Income Urban Area. Int J Environ Res Public Health. 2017 Nov 10;14(11). pii: E1371. doi: 10.3390/ijerph14111371.

Glanz K, Bader MD, Iyer S. Retail grocery store marketing strategies and obesity: an integrative review. Am J Prev Med. 2012 May;42(5):503-12. doi: 10.1016/j.amepre.2012.01.013.

Huang Y, Pomeranz J, Wilde P, Capewell S, Gaziano T, O'Flaherty M, Kersh R, Whitsel L, Mozaffarian D, Micha R. Adoption and Design of Emerging Dietary Policies to Improve Cardiometabolic Health in the US. Curr Atheroscler Rep. 2018 Apr 14;20(5):25. doi: 10.1007/s11883-018-0726-x. Review.

Liu E, Stephenson T, Houlihan J, Gustafson A. Marketing Strategies to Encourage Rural Residents of High-Obesity Counties to Buy Fruits and Vegetables in Grocery Stores. Prev Chronic Dis. 2017 Oct 12;14:E94. doi: 10.5888/pcd14.170109.

Middle Tennessee State University. Current & Controversial Issues: Food Research. Accessed at:
<http://libraryguides.mtsu.edu/c.php?g=538137&p=3683341>

Powell KE, Kibbe DL, Ferencik R, Soderquist C, Phillips MA, Vall EA, Minyard KJ. Systems Thinking and Simulation Modeling to Inform Childhood Obesity Policy and Practice. Public Health Rep. 2017 Nov/Dec;132(2_suppl):33S-38S.

Ronit K, Jensen JD. Obesity and industry self-regulation of food and beverage marketing: a literature review. Eur J Clin Nutr. 2014 Jul;68(7):753-9. doi: 10.1038/ejcn.2014.60. Epub 2014 Apr 9.

Watrous M. Food Business News: Top food and nutrition trends on tap in 2017. January 12, 2017. Accessed at: <https://www.foodbusinessnews.net/articles/8750-top-food-and-nutrition-trends-on-tap-in-2017>

Woodward-Lopez G, Gosliner W, Au LE, Kao J, Webb KL, Sagatov RD, Strauss WJ, Landgraf AJ, Nagaraja J, Wilson DK, Nicastrro HL, Nebeling LC, Schultz JA, Ritchie LD; Healthy Communities Study Team. Community characteristics modify the relationship between obesity prevention efforts and dietary intake in children: the Healthy Communities Study. Pediatr Obes. 2018 Jul 10. doi: 10.1111/ijpo.12434.

Yin Z, Parra-Medina D, Cordova A, He M, Trummer V, Sosa E, Gallion KJ, Sintes-Yallen A, Huang Y, Wu X, Acosta D, Kibbe D, Ramirez A. Míranos! Look at us, we are healthy! An environmental approach to early childhood obesity prevention. Child Obes. 2012 Oct;8(5):429-39. doi: 10.1089/chi.2012.0125.

Approaches to Instruction

Instruction in this course will be delivered through CourseDen as an online course (100% online). Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

Course Objectives and Learning Outcomes

At the conclusion of this course, students will:

1. investigate and identify the differences between federal nutrition policies and programs and the agencies who have administrative oversight.
2. discuss why debates in food and nutrition policy including why nutrition issues are controversial; the role of lobbying, for profit and non-profit organizations; the use of science to inform debates, and the outcomes.
3. identify the link between race/ethnicity, poverty, food insecurity, obesity, chronic disease, and the evidence-based strategies and programs designed to address these health concerns.
4. explain the role of private industry in the food and beverage arenas in influencing and impacting dietary intake and collaborating to address health, food insecurity, obesity and chronic disease.
5. investigate emerging topics in food and nutrition and identify future nutrition policies and programs needed to improve population health.

Assignments

Always refer to CourseDen for additional assignment details and due dates.

Community Outreach Service Learning Project

This experiential learning project will integrate class topics and hands-on experience for students in this course. Students will be required to complete “x” hours of community service or volunteer work at various locations suggested and approved by the instructor, including the Atlanta Community Food Bank, local church and community food pantries, soup kitchens, farmer’s markets, and farm gleaning events. This project will serve two purposes: help community organizations achieve their objectives and allow students to gain a deeper understanding of the nutrition policies and programs about which they are learning. Students will better appreciate and understand the impact of nutrition policies and programs through this project.

*Proctored Exam

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Expected Response Times

Class Schedule Information

| NUTR 4200 Fundamentals of Nutrition Policy: Poverty, Programs, Promotion and Practice – Semester, Year | | | | | |
|--|------|--|-------------|-------------|----------|
| Module | Date | Topic/Activity | Assignments | Course Obj. | Due Date |
| 1 | | Public Nutrition Policy - Federal Government Food and Nutrition Policy: Who Does What? <ul style="list-style-type: none"> ○ The Farm Bill ○ USDA – Food and Nutrition Programs ○ FDA – Food Safety, Nutrition Supplements, Food Labeling | | | |
| 2 | | Public Nutrition Policy – Controversies and Debates in Food and Nutrition Policy | | | |
| 3 | | Obesity, Poverty, and Food Insecurity – Local, National and Global | | | |
| 4 | | Obesity, Poverty, and Food Insecurity – Food Access, Food Assistance and Stigma <ul style="list-style-type: none"> ○ SNAP, WIC, school nutrition programs, summer feeding programs, senior meal programs, food pantries | | | |
| 5 | | Obesity, Poverty, and Food Insecurity – Community Outreach/Service Project | | | |
| 6 | | Nutrition and Obesity – Undernourished and Overweight: What are the risk factors? | | | |
| 7 | | Nutrition and Obesity – Children vs. Adults | | | |
| 8 | | Nutrition and Obesity – Intervention Programs Found in Communities, Schools and Home | | | |
| 9 | | The Role of Food Companies and Grocery Chains – Global Role <ul style="list-style-type: none"> ○ Food safety, food security, clean drinking water, fortification and supplementation in high poverty and food insecure areas | | | |
| 10 | | The Role of Food Companies and Grocery Chains – National Role <ul style="list-style-type: none"> ○ Advances in Nutrition Science: specialty foods for special populations such as diabetes, hypertension and celiac disease | | | |
| 11 | | The Role of Food Companies and Grocery Chains – National Role <ul style="list-style-type: none"> ○ Marketing and Advertising | | | |

| | | | | | |
|---|--|--|--|--|--|
| | | <ul style="list-style-type: none"> o Weight Gain and Weight Loss: It's Big Business o The impact of social media, marketing, and advertising on our understanding of nutrition, food and our nutrition choices o Why do we trust celebrities and Google, but not doctors and registered dietitians? | | | |
| 12 | | <p>The Role of Food Companies and Grocery Chains – National Role</p> <ul style="list-style-type: none"> o Collaboration Examples o Healthy Weight Commitment Foundation o Fuel Up to Play 60 | | | |
| 13 | | <p>Hot Topics in Nutrition</p> <ul style="list-style-type: none"> o GMO's o Organic o Urban gardens o Nutrition and menu labeling o "Student-driven" topics | | | |
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- **Student Services**
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Addendum IV

Sport Management, B.S.

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Modifications (Check all that apply)*

- Program Name
- Track/Concentration
- Catalog Description
- Degree Name
- Program Learning Outcomes
- Program Curriculum
- Other

If other, please identify. program of study/program sheet

Program Name* Sport Management, B.S.

Program ID* 1905

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science

College - School/ Department* Department of Sport Management, Wellness, and Physical Education

Program Description* The University of West Georgia Sport Management program is designed to serve society by developing responsible leaders for the multi-faceted sport industry. It is our goal to be recognized for our:

action-oriented curriculum in which the students learn by practicing and performing those tasks they will be expected to do in their professional positions;

student-centered teaching that is the product of the faculty's commitment to the holistic development of our students;

market-driven instruction that is cutting edge and ensures that the knowledge bases, skills, and competencies we seek to instill in our students are those that are demanded by industry employers;

managerially relevant research that is designed to improve decision making and assist in overcoming organizational challenges;

mutually beneficial partnerships with sport properties that are developed to further solidify the bond between industry and the University.

Recognizing that the sport industry is ever-changing, the program is committed to being sensitive to the dynamics that could affect the relevance of the instruction. In summary, the faculty is committed to the advancement of knowledge and practice in the sport industry through the creation and delivery of relevant educational programs, conducting and disseminating research, and working collaboratively with industry organizations.

Status* Active-Visible Inactive-Hidden

Program Learning Outcomes

Modification Comments Removed SPMG 2685 and ECON 2100 as recommended electives for core area F.
 Added (1000-2000 level academic class) to core area F electives for clarification for students.
 Moved the SPMG 4686 or Additional coursework from the Professional Content Electives area to its own area.
 Added a list of all of the SPMG Professional Content Electives for students to choose from. This includes the new class prefixes and numbers.

Rationale* The Sport Management program has had many special topics offered over multiple semesters. Due to the popularity of these courses we have requested these be moved to professional content elective courses. This will, in turn, provide clarification of the program of study for students, faculty, and advisors.

Desired Effective Semester* Fall

Desired Effective Year* 2019

Is the addition/change related to core, honors, or XIDS courses* Yes No

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Program Location* Carrollton

Prospective Curriculum*

Requirement

Core Areas A, B, C, D, E: 45 Hours

Core Curriculum

Core Area F: 18 Hours

CISM 2201 Foundations of Computer Applications
SPMG 2600 Introduction Sport Management
[After] Approved Electives (1000-2000 level) 12

Physical Education Requirement: 3 Hours

PWLA 1600 Personal Wellness
[After] PWLA (any one-hour activity course) 1

Courses Required for the Degree

I. Professional Content Electives: 27 Hours

Select any 27 hours from:

PHED 4603 Advanced Concepts of Personal Training
SPMG 3660 Managerial Ethics and Governance in Sport
SPMG 3662 Management and Leadership in Sport Organizations
[Right] (a)
SPMG 3663 Sport Facility and Event Management
[Right] (a)
SPMG 4665 Sport Marketing and Promotion
[Right] (a)
SPMG 4668 Human Resource Management in Sport
SPMG 4680 Applied Research Methods in Sport Management
SPMG 4685 Special Topics in Sport Management
[Right] (c)
SPMG 4686 Internship
[Right] (B)

II. Required Professional Content: 18 Hours

SPMG 3661 Sociology of Sport
SPMG 3664 Economics and Finance in Sport
[Right] (a)
SPMG 3665 Communication in Sport

~~SPMG 2600~~ Professional Content Electives in Sport Management

[Right] (a)

SPMG 4667 Legal Issues for Sport Management

[Right] (a)

III. Related Content - University approved minor: 15 Hours

See College of Education advisor for recommendations

Total: 123 Hours

(a) Requires admission to SPMG upper-level coursework. (b) Must have all course work complete and overall GPA of at least 2.5 prior to enrollment in SPMG 4686. Non-qualifiers may take 12 hours of Professional Content Electives in lieu of SPMG 4686. (c) May be repeated for credit No appeal process for students with less than 2.0 GPA

Sport Management Admission and Retention Requirements

In order to be admitted to Sport Management upper-level coursework, students must meet the following criteria: Current UWG Students Minimum overall GPA of 2.0. Successful completion of Areas A-E. Successful completion of 15 of the 18 hours in Area F, including SPMG 2600 with a grade of C or better. Transfer Students Transfer students will be admitted to Sport Management upper-level coursework once they have met the criteria for current UWG students. Transfer students who lack up to two courses in Areas A-E may take SPMG 2600 - Introduction Sport Management concurrently with SPMG 3661 - Sociology of Sport and SPMG 3665 - Communication in Sport during their first semester at UWG in addition to the one or two courses they lack in Areas A-E. Applications deadlines and procedures are available on the department website. Areas A through E Students must complete all of the Area A-E requirements prior to taking courses from the professional content area. Transfer students who lack up to two courses in Areas A-E may take specified courses concurrently during their first semester of enrollment at UWG. Area F Students must complete at least 15 of the 18 hours required in Area F prior to taking professional content courses. This includes SPMG 2600 - Introduction Sport Management that must be passed with a grade of C or better. Professional Content Courses Students must have a minimum overall GPA of 2.0 in order to enroll in any professional content courses. Students must complete all

professional content courses with a grade of C or better. Students must maintain a minimum overall GPA of 2.0 while in the junior and senior years. In order to enroll in the internship, students must have a minimum overall GPA of 2.5. Related Content Students should work cooperatively with their academic advisor to select a university approved minor to complete the program. Students must declare their minor and be advised regarding that minor by an advisor from the college where the minor is housed. Recommended minors include accounting, biology, business administration, creative writing, economics, English, finance, management, marketing, mass communications, psychology, and sociology.

Check all that apply to this program*

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- None of these apply

Comments

Removed SPMG 2685 and ECON 2100 as recommended electives for core area F.
Added (1000-2000 level academic class) to core area F electives for clarification for students.
Moved the SPMG 4686 or Additional coursework from the Professional Content Electives area to its own area.
Added a list of all of the SPMG Professional Content Electives for students to choose from. This includes the new class prefixes and numbers.

Is Senate Review required?*

- Yes
- No

Advising Sheet for the B.S. in Sport Management
BACHELOR OF SCIENCE-SPORT MANAGEMENT
DEPARTMENT OF SPORT MANAGEMENT, WELLNESS, AND PHYSICAL EDUCATION
 (Admission to Sport Management requires a cumulative 2.0 GPA⁵)

Name: _____ Student ID: _____

| CORE CURRICULUM (60 hours) | Hrs | Gr | Trf | PROFESSIONAL (60 hours) | Hrs | Gr | Trf |
|---|--------------|----|-----|---|------------|----|-----|
| A. Essential Skills | 9 | | | Required Professional Content | 18 | | |
| 1. ENGL 1101 | 3 | | | SPMG 3661 Sociology of Sport | 3 | | |
| 2. ENGL 1102 | 3 | | | SPMG 3664 Economics & Finance in Sport ² | 3 | | |
| 3. MATH (1001 or 1111 recommended) | 3 | | | SPMG 3665 Communication in Sport | 3 | | |
| B. Institutional Priorities | 4-5 | | | SPMG 3670 Practicum ² (take 1st term after admission) | 3 | | |
| 1. B-1 Oral Communication | 3 | | | SPMG 4584 Pre-Internship Seminar ² | 3 | | |
| 2. Elective course in B. | 2 | | | SPMG 4667 Legal Issues for Sport Mgt ² | 3 | | |
| C. Humanities/Arts | 6 | | | Professional Content Electives (select any) | 27 | | |
| 1. Elective course in C-1 | 3 | | | PHED 4603 Adv Concepts Personal Training | 3 | | |
| 2. Elective course in C-2 | 3 | | | SPMG 3660 Managerial Ethics & Gov in Sport | 3 | | |
| D. Science, Math, Technology | 10-11 | | | SPMG 3662 Mgt/Ldrsp Sport Organizations ² | 3 | | |
| 1. BIOL 1010-1010L (Recommended) | 4 | | | SPMG 3663 Sport Facility & Event Mgt ² | 3 | | |
| 2. Non-Lab Science | 3 | | | SPMG 4665 Sport Marketing & Promotion ² | 3 | | |
| 3. Elective course in D-2 | 3 | | | SPMG 4668 Human Resource Mgmt in Sport | 3 | | |
| E. Social Sciences | 12 | | | SPMG 4680 Applied Rsrch Method in Sport | 3 | | |
| 1. HIST 1111 or 1112 | 3 | | | SPMG 4685 Special Topics (may be repeated for credit with different titles) | 3 | | |
| 2. HIST 2111 or 2112 | 3 | | | SPMG 4686 Internship ⁴ | 12 | | |
| 3. POLS 1101 | 3 | | | | | | |
| 4. Elective course in E. | 3 | | | Related Content | 15 | | |
| F. Program Related Courses | 18 | | | University Approved Minor ³ | | | |
| 1. SPMG 2600 Intro to Sport Mgt | 3 | | | See Advisor for recommendations | | | |
| 2. CISM 2201 Computer Applications ¹ | 3 | | | Accounting, Biology, Business Administration Creative Writing, Economics, English, | | | |
| 3. Elective (SPMG 2685 Recommended) | 3 | | | Finance, Management, Marketing, Mass Communications, Psychology, Sociology | | | |
| 4. Elective (ECON 2100 Recommended) | 3 | | | | | | |
| 5. Elective | 3 | | | | | | |
| 6. Elective | 3 | | | | | | |
| Physical Education Requirement | 3 | | | Total Professional Content | 60 | | |
| 1. PWLA 1600 Personal Wellness | 2 | | | Total Core | 60 | | |
| 2. PWLA PE Activity Course | 1 | | | Total Program | 120 | | |

¹Or equivalent skills

²Requires admission to SPMG major.

³See catalog

⁴Must have all course work complete and a 2.5 GPA prior to enrollment in SPMG 4686. Non-qualifiers may take 12 hours of Professional Content Electives in lieu of SPMG 4686. ⁵No appeal process for students with less than 2.0 GPA

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Advising Sheet for the B.S. in Sport Management
BACHELOR OF SCIENCE - SPORT MANAGEMENT
DEPARTMENT OF SPORT MANAGEMENT, WELLNESS, AND PHYSICAL EDUCATION

Name: _____

Student ID: _____

| CORE CURRICULUM (60 HRS) | | | | PROFESSIONAL (60 HRS) | | | |
|--|--------------|----|-----|--|------------|----|-----|
| | Hrs | Gr | Trf | | Hrs | Gr | Trf |
| A. Essential Skills | 9 | | | Required Professional Content ² | 18 | | |
| 1. ENGL 1101 | 3 | | | SPMG 3661 | 3 | | |
| 2. ENGL 1102 | 3 | | | SPMG 3664 | 3 | | |
| 3. MATH (1001 or 1111 recommended) | 3 | | | SPMG 3665 | 3 | | |
| B. Institutional Priorities | 4-5 | | | SPMG 3670 | 3 | | |
| 1. B-1 Oral Communication | 3 | | | SPMG 4584 | 3 | | |
| 2. Institutional Elective | 2 | | | SPMG 4667 | 3 | | |
| C. Humanities / Arts | 6 | | | Professional Content Electives (choose 5) ² | 15 | | |
| 1. C-1 Elective | 3 | | | SPMG 3660, 3662, 3663, 4000, 4005, 4010, 4015, 4020, 4025, 4030, 4035, 4040, 4045 4665, 4668, 4680, 4685, PHED 4603 | 3 | | |
| 2. C-2 Elective | 3 | | 3 | | | | |
| D. Science, Math, Technology | 10-11 | | | | 3 | | |
| 1. D-1 Lab Science and Lab | 4 | | | | 3 | | |
| 2. D-1 Non-Lab Science | 3 | | | 3 | | | |
| 3. D-2 Elective | 3 | | | 3 | | | |
| E. Social Sciences | 12 | | | Internship or Add'l Coursework ² | 12 | | |
| 1. HIST 1111 or 1112 | 3 | | | SPMG 4686 Internship ⁴ or | 12 | | |
| 2. HIST 2111 or 2112 | 3 | | | Professional Content Electives | 3 | | |
| 3. POLS 1101 | 3 | | | (choose 4 from list above) | 3 | | |
| 4. E-4 Elective | 3 | | | | 3 | | |
| F. Program Related Courses | 18 | | | | 3 | | |
| 1. SPMG 2600 | 3 | | | | 3 | | |
| 2. CISM 2201 ¹ | 3 | | | University Approved Minor ³ | 15 | | |
| 3. Elective (1000-2000 level academic class) | 3 | | | | | | |
| 4. Elective (1000-2000 level academic class) | 3 | | | | | | |
| 5. Elective (1000-2000 level academic class) | 3 | | | | | | |
| 6. Elective (1000-2000 level academic class) | 3 | | | | | | |
| Physical Education Requirement | 3 | | | Total Professional Content | 60 | | |
| 1. PWLA 1600 | 2 | | | Total Core | 60 | | |
| 2. PWLA Activity course | 1 | | | Total Program | 120 | | |

¹ Or Equivalent Skills

⁴ Must have all coursework complete and 2.5 GPA prior to taking SPMG 4686

² Requires Admission to SPMG major

⁵ No appeal process for students with less than 2.0 GPA

³ See catalog

Student Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

SPMG - 4005 - Diversity and Inclusion in Sport

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* SPMG **Course Number*** 4005

Course Title* Diversity and Inclusion in Sport

Long Course Title Diversity and Inclusion in Sport

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Sport Management

College - School/ Department* Department of Sport Management, Wellness, and Physical Education

Catalog Course Description* This course examines an encompassing perspective of diversity within sports organizations. The course offers students an analysis and understanding of the ways people within sport organization can differ, and how power differences based on this diversity impact experiences and outcomes. The course considers issues of the non-dominant, historically underrepresented elements of U.S. society, with a particular emphasis placed on racial, ethnic and gender issues.

Is this a General Education course?* Yes No

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

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

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Spring

Desired Effective Year* 2019

Frequency

Grading*

Undergraduate
Standard Letter

| | |
|--|---|
| Student Learning Outcomes | At the conclusion of this course, students will be able to: <ol style="list-style-type: none"> 1. Provide an overview of diversity, including a definition of diversity and diversity management, and discuss the various reasons for the emphasis on diversity; 2. Differentiate between the various ways of studying diversity; 3. Provide an overview of the three major theory classes used to study diversity: managerial, sociological, and social psychological; 4. Discuss the basic tenets of prejudice and discrimination and how they inform discussions of diversity in sport organizations; 5. Describe the categorical effects of diversity, including how people differ based on race, sex, gender, (dis)ability, age, weight, appearance, sexual orientation, religious beliefs, social class, and so forth; 6. Outline how diversity within a group influences subsequent processes and outcomes; 7. Discuss how being dissimilar from others in a dyad or group influences subsequent attitudes, beliefs, and behaviors; 8. Evaluate the equal employment opportunity laws affecting diversity in the workplace; 9. Discuss different methods for managing diversity in the organizational setting; 10. Provide an overview of the categorization-based strategies that can be used to manage diverse groups; 11. Discuss the different factors influencing the delivery of diversity effective training programs; 12. Appraise the concept of diversity and its impact on you and other individuals within the sport and society |
| Rationale* | This course was offered as a special topics course for many semesters. This course will now be offered as a permanent course in the SPMG program. |
| Prerequisites | Admission to Sport Management (SPMG) |
| Corequisites | |
| Cross-listing | |
| Restrictions | |
| May be repeated | |
| Fee* | none |
| Fee Justification | |
| Planning Info* | <input checked="" type="checkbox"/> Library Resources are Adequate <input type="checkbox"/> Library Resources Need Enhancement |
| Present or Projected Annual Enrollment* | 30 |
| Attach syllabus* | <input checked="" type="checkbox"/> Syllabus has been attached - This is required |

SPMG 4005: Diversity and Inclusion in Sport

*Instructor Information

| | |
|--------------------------------|-------------------------|
| Instructor: | Telephone (department): |
| Class Meeting Time & Location: | Online Hours: |
| Office Location: | Westga email: |
| Telephone (direct): | Skype or Google+ name |

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

CourseDen D2L Home Page

D2L UWG Online Help (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu

24/7/365 D2L Help Center

Call 1-855-772-0423

University Bookstore

Student Services

Center for Academic Success

678-839-6280

Distance Learning Library Services

Ingram Library Services

Accessibility Services

678-839-6428

counseling@westga.edu

College of Education Vision

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that change lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: Education, Leadership, and Health. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in teaching, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

This course examines an encompassing perspective of diversity within sports organizations. The course offers students an analysis and understanding of the ways people within sport organization can differ, and how power differences based on this diversity impact experiences and outcomes. The course considers issues of the non-dominant, historically underrepresented elements of U.S. society, with a particular emphasis placed on racial, ethnic and gender issues.

Credit Hours: 3.0

Prerequisites: Admission to Sport Management (SPMG)

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) Cunningham, George B., (2015). *Diversity and Inclusion in Sport Organizations*. Scottsdale, AZ; Holcomb-Hathaway Publishers.

Suggested Text(s)

Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

*Course Objectives and Learning Outcomes

At the conclusion of this course, students will be able to:

1. Provide an overview of diversity, including a definition of diversity and diversity management, and discuss the various reasons for the emphasis on diversity;
2. Differentiate between the various ways of studying diversity;
3. Provide an overview of the three major theory classes used to study diversity: managerial, sociological, and social psychological;
4. Discuss the basic tenets of prejudice and discrimination and how they inform discussions of diversity in sport organizations;

5. Describe the categorical effects of diversity, including how people differ based on race, sex, gender, (dis)ability, age, weight, appearance, sexual orientation, religious beliefs, social class, and so forth;
6. Outline how diversity within a group influences subsequent processes and outcomes;
7. Discuss how being dissimilar from others in a dyad or group influences subsequent attitudes, beliefs, and behaviors;
8. Evaluate the equal employment opportunity laws affecting diversity in the workplace;
9. Discuss different methods for managing diversity in the organizational setting;
10. Provide an overview of the categorization-based strategies that can be used to manage diverse groups;
11. Discuss the different factors influencing delivery of diversity effective training programs;
12. Appraise the concept of diversity and its impact on you and other individuals within the sport and society

Assignments

Always refer to CourseDen for additional assignment details and due dates.

*Proctored Exam

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Attendance Policy:

Extra Credit:

Late Work:

Professional Conduct:

***UWG Policies**

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Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

Communication Rules

Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

Class Schedule Information (can be a separate document)

| Week | Begin Date | End Date | Topic/Activity/Reading Assignment | Assignment Name & Due Date ** |
|-------------|-------------------|-----------------|--|--|
| 1 | | | | |
| 2 | | | | |

****Note:** Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

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Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

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<https://www.westga.edu/administratio/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>

- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

SPMG - 4010 - Sport Event Management

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* SPMG **Course Number*** 4010

Course Title* Sport Event Management

Long Course Title Sport Event Management

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Sport Management

**College - School/
Department*** Department of Sport Management, Wellness, and Physical Education

Catalog Course Description* Sport events have grown to encompass much of our free time. Because of this growth, event management is one of the most sought-after skills in the entertainment industry. With the construction of massive new facilities, there is a growing need for skilled individuals who can fill arenas, stadiums, and coliseums with programming on a yearly basis. In an effort to help facilitate this need, this course provides you, the student, with necessary foundations of event management, including conceptualization, staffing, budgeting, financing, promoting, securing, and managing. Upon completion of this course, you will understand the competencies necessary for managing and operating sport events through theory and application.

Is this a General Education course?* Yes No

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

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

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Spring

Desired Effective Year* 2019

| | | | |
|--|--|-----------------|----------------------------------|
| Frequency | 1 | Grading* | Undergraduate Standard Letter |
| Student Learning Outcomes | At the conclusion of this course, students will be able to: <ol style="list-style-type: none"> 1. Plan and organize a sport or special event. 2. Market and promote a sport or special event. 3. Describe considerations in the management and presentation of a sporting event. 4. Describe the importance of customer service related to sporting events. 5. Describe the process involved in the evaluation of a completed sporting event. 6. Design a post-event evaluation audit. 7. Exhibit problem-solving and creative skills related to sporting events. | | |
| Rationale* | This class has been offered as a special topics course for many semesters. This will now be a standing course in SPMG. | | |
| Prerequisites | Admission to Sport Management (SPMG). | | |
| Corequisites | | | |
| Cross-listing | | | |
| Restrictions | | | |
| May be repeated | | | |
| Fee* | none | | |
| Fee Justification | | | |
| Planning Info* | <input checked="" type="checkbox"/> Library Resources are Adequate <input type="checkbox"/> Library Resources Need Enhancement | | |
| Present or Projected Annual Enrollment* | 30 | | |
| Attach syllabus* | <input checked="" type="checkbox"/> Syllabus has been attached - This is required | | |

SPMG 4010: Sport Event Management

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

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[Student Services](#)

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[Accessibility Services](#)

678-839-6428

counseling@westga.edu

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The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

Sport events have grown to encompass much of our free time. Because of this growth, event management is one of the most sought-after skills in the entertainment industry. With the construction of massive new facilities, there is a growing need for skilled individuals who can fill arenas, stadiums, and coliseums with programming on a yearly basis. In an effort to help facilitate this need, this course provides you, the student, with necessary foundations of event management, including conceptualization, staffing, budgeting, financing, promoting, securing, and managing. Upon completion of this course, you will understand the competencies necessary for managing and operating sport events through theory and application.

Credit Hours: 3.0

Prerequisites: Admission to Sport Management (SPMG).

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) Greenwell, T.C., Danzey-Bussell, L.A., & Shonk, D.J. (2013). *Managing Sport Events*. Champaign, IL: Human Kinetics

Suggested Text(s)

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

Instruction in this course will be delivered through face to face class sessions and approximately 50%) online. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

*Course Objectives and Learning Outcomes

At the conclusion of this course, students will be able to:

1. Plan and organize a sport or special event.
2. Market and promote a sport or special event.
3. Describe considerations in the management and presentation of a sporting event.

4. Describe the importance of customer service related to sporting events.
5. Describe the process involved in the evaluation of a completed sporting event.
6. Design a post event evaluation audit.
7. Exhibit problem-solving and creative skills related to sporting events.

Assignments

Always refer to CourseDen for additional assignment details and due dates.

*Proctored Exam

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Attendance Policy:

Extra Credit:

Late Work:

Professional Conduct:

***UWG Policies**

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- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

Class Schedule Information (can be a separate document)

| Week | Begin Date | End Date | Topic/Activity/Reading Assignment | Assignment Name & Due Date ** |
|------|------------|----------|-----------------------------------|-------------------------------|
| 1 | | | | |
| 2 | | | | |

****Note:** Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The [Center for Academic Success \(CAS\)](#) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and

strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

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- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
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- **Center for Academic Success**
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- **Distance Learning Library Services**
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- **Ingram Library Services**
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- **Proctored Exams**
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- **Student Services**
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- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

SPMG - 4015 - Fitness Management

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* SPMG **Course Number*** 4015

Course Title* Fitness Management

Long Course Title Fitness Management

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Sport Management

College - School/ Department* Department of Sport Management, Wellness, and Physical Education

Catalog Course Description* The purpose of this course is to introduce students to the fundamental concepts, principles, and best practices associated with managing a fitness facility. This course was developed with the intent of providing students with a general overview of the management issues facing fitness professionals in their careers.

Is this a General Education course?* Yes No

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

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

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Spring **Desired Effective Year*** 2019

Frequency 1 **Grading*** Undergraduate Standard Letter

| | |
|--|---|
| Student Learning Outcomes | At the conclusion of this course, students will be able to: <ol style="list-style-type: none">1. recall key fitness management concepts, ideas, and applications.2. demonstrate knowledge of fitness management concepts, ideas, and applications to accurately answer questions, analyze case studies, solve practical problems, and address real-world scenarios.3. discuss ideas, experiences, insights, and information to build a learning community related to fitness management.4. develop a comprehensive and relevant business for a fitness facility using knowledge of fitness management concepts, ideas, and best practices in various sport settings. |
| Rationale* | This course has been offered as a special topics course for many semesters. This course will now be a standing course in the SPMG program. |
| Prerequisites | Admission to Sport Management (SPMG). |
| Corequisites | |
| Cross-listing | |
| Restrictions | |
| May be repeated | |
| Fee* | none |
| Fee Justification | |
| Planning Info* | <input checked="" type="checkbox"/> Library Resources are Adequate <input type="checkbox"/> Library Resources Need Enhancement |
| Present or Projected Annual Enrollment* | 30 |
| Attach syllabus* | <input checked="" type="checkbox"/> Syllabus has been attached - This is required |

SPMG 4015: Fitness Management

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)

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email: online@westga.edu

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

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[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

College of Education Vision

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The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

The purpose of this course is to introduce students to the fundamental concepts, principles, and best practices associated with managing a fitness facility. This course was developed with the intent of providing students with a general overview of the management issues facing fitness professionals in their careers.

Credit Hours: 3.0

Prerequisites: Admission to Sport Management (SPMG)

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) **No required textbook**

Suggested Text(s) Bates, M. (2008). *Health Fitness Management: A Comprehensive Resource for Managing and Operating Programs and Facilities* (2nd ed.). Champaign, IL: Human Kinetics.
ISBN: 978-1-885693-97-6

Tharrett, S. & Peterson, J. (2012). *Fitness Management* (3rd ed). Monterey, CA: Healthy Learning.
ISBN: 978-1-606792-15-5

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

You will participate in a variety of individual and collaborative learning activities including but not limited to: small group discussion, oral presentations, and case studies. This course will be delivered approximately 80% online. This requires the online equivalent of 1800 minutes of instruction (seat-time) and an additional 3600 minutes of supporting activities. As such, you will be required to complete the following online activities during this course.

***Course Objectives and Learning Outcomes**

At the conclusion of this course, students will be able to:

1. recall key fitness management concepts, ideas, and applications.
2. demonstrate knowledge of fitness management concepts, ideas, and applications to accurately answer questions, analyze case studies, solve practical problems, and address real world scenarios.
3. discuss ideas, experiences, insights, and information to build a learning community related to fitness management.
4. develop a comprehensive and relevant business for a fitness facility using knowledge of fitness management concepts, ideas, and best practices in various sport settings.

Assignments

Always refer to CourseDen for additional assignment details and due dates.

*Proctored Exam

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Attendance Policy:

Extra Credit:

Late Work:

Professional Conduct:

***UWG Policies**

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the “Additional Information” tab.

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found in the Common Language for Course Syllabi. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Accessibility Services. UWG also provides Accessibility Statements for Technology that you may be required to use for this course.

Communication Rules

Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

Class Schedule Information (can be a separate document)

| Week | Begin Date | End Date | Topic/Activity/Reading Assignment | Assignment Name & Due Date ** |
|-------------|-------------------|-----------------|--|--|
| 1 | | | | |
| 2 | | | | |

****Note:** Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The [Center for Academic Success \(CAS\)](#) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

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<https://www.westga.edu/administratio/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
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- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
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- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
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<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

SPMG - 4020 - Foundational Management of Intercollegiate Athletics

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* SPMG **Course Number*** 4020

Course Title* Foundational Management of Intercollegiate Athletics

Long Course Title Foundational Management of Intercollegiate Athletics

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Sport Management

College - School/ Department* Department of Sport Management, Wellness, and Physical Education

Catalog Course Description* This course is designed to provide the foundations of the management, marketing, financial and legal principles of intercollegiate athletic departments and organizations. This will include but is not limited to topic discussions on budgets, marketing, facility operations, game management, student-athlete conduct, and academic responsibility. Course material is comprised of lectures, readings, and interviews with industry professionals from a variety of different institutions, athletic departments, and educational and experiential backgrounds. Specifically, students will be offered insights into the foundations of: (a) the definition and history of sport management as it relates to college sport; (b) the governance and administration of intercollegiate athletics; (c) collegiate athletics finance and development; (d) college sport sponsorship and marketing; (e) game and facility operations; (f) social issues and the future of intercollegiate athletics.

Is this a General Education course?* Yes No

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

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Student Learning Outcomes

At the conclusion of this course, students will be able to:

1. Demonstrate knowledge of the history of intercollegiate athletics and the formation of college sport's governing bodies.
2. Describe the current organizational structure of intercollegiate athletics.
3. Discuss the role of media and other external constituents in intercollegiate athletics.
4. Identify and discuss current sociological, financial, and educational issues facing sport at the intercollegiate level.
5. Describe the relationship between financial responsibilities and educational goals in NCAA member institutions.

Rationale* This course has been offered many times as a special topics course. This course will now be a standing course in the SPMG program.

Prerequisites Admission to Sport Management (SPMG)

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

Attach syllabus* Syllabus has been attached - This is required

SPMG 4020: Foundational Management of Intercollegiate Athletics

*Instructor Information

| | |
|--------------------------------|-------------------------|
| Instructor: | Telephone (department): |
| Class Meeting Time & Location: | Online Hours: |
| Office Location: | Westga email: |
| Telephone (direct): | Skype or Google+ name |

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

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24/7/365 D2L Help Center

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Center for Academic Success

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The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

This course is designed to provide the foundations of the management, marketing, financial and legal principles of intercollegiate athletic departments and organizations. This will include but is not limited to topic discussions on budgets, marketing, facility operations, game management, student-athlete conduct, and academic responsibility. Course material is comprised of lectures, readings, and interviews with industry professionals from a variety of different institutions, athletic departments, and educational and experiential backgrounds. Specifically, students will be offered insights into the foundations of: (a) the definition and history of sport management as it relates to college sport; (b) the governance and administration of intercollegiate athletics; (c) collegiate athletics finance and development; (d) college sport sponsorship and marketing; (e) game and facility operations; (f) social issues and the future of intercollegiate athletics.

Credit Hours: 3

Prerequisites: Admission to Sport Management (SPMG)

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) Covell, D., & Barr, C.A. (2010). *Managing Intercollegiate Athletics*. Scottsdale, AZ: Holcomb Hathaway, Publishers.

All additional course materials and announcements will be posted in CourseDen

Suggested Text(s)

Required Instructional Resource: TK20 Subscription

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If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

This course will include teacher lecture and direct instruction, teacher- and student-led discussion, teacher and student presentations, guest lectures, panel discussion, and coaching sessions.

*Course Objectives and Learning Outcomes

At the conclusion of this course, students will be able to:

1. Demonstrate knowledge of the history of intercollegiate athletics and the formation of college sport's governing bodies.
2. Describe the current organizational structure of intercollegiate athletics.
3. Discuss the role of media and other external constituents in intercollegiate athletics.
4. Identify and discuss current sociological, financial, and educational issues facing sport at the intercollegiate level.
5. Describe the relationship between financial responsibilities and educational goals in NCAA member institutions.

Assignments

Always refer to CourseDen for additional assignment details and due dates.

*Proctored Exam

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Attendance Policy:

Extra Credit:

Late Work:

Professional Conduct:

***UWG Policies**

As of July 1, 2017, "campus carry" is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the "Additional Information" tab.

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Communication Rules

Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
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- Don't flame - These are outbursts of extreme emotion or opinion.
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- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

Class Schedule Information (can be a separate document)

| Week | Begin Date | End Date | Topic/Activity/Reading Assignment | Assignment Name & Due Date ** |
|------|------------|----------|-----------------------------------|-------------------------------|
| 1 | | | | |
| 2 | | | | |

****Note:** Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information

Technical Support

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- **Student Services**
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- **Proctored Exams**
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- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**

<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

SPMG - 4025 - International Sport

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* SPMG **Course Number*** 4025

Course Title* International Sport

Long Course Title International Sport

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Sport Management

**College - School/
Department*** Department of Sport Management, Wellness, and Physical Education

**Catalog Course
Description*** This course in international sport will expand your knowledge of sport management concepts, ideas, and applications. It will give you a global perspective on sport management fields, which include but are not limited to marketing, facilities, law, finance, ethics, and governance.

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

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

**Is this a School of
Nursing course?*** Yes No

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

**Desired Effective
Semester*** Spring

**Desired Effective
Year*** 2019

Frequency 1

Grading* Undergraduate
Standard Letter

Student Learning Outcomes At the conclusion of this course, students will be able to:

1. Recall key international sport concepts, ideas, and applications.
2. Summarize the main points of course resources related to international sport concepts, ideas, and applications.
3. Analyze case studies, solve practical problems, and address real world scenarios related to international sport.
4. Critically analyze current and relevant informational sources in international sport.
5. Construct valid arguments related to international sport and support them with credible evidence.
6. Examine concepts related to cross-cultural awareness and sensitivity.

Rationale* This course has been offered as a special topics course for several semesters. This course will now be a standing course in the SPMG program.

Prerequisites Admission to Sport Management (SPMG)

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

Attach syllabus* Syllabus has been attached - This is required

SPMG 4025: International Sport

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

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The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

This course in international sport will expand your knowledge of sport management concepts, ideas, and applications. It will give you a global perspective on sport management fields, which include but are not limited to marketing, facilities, law, finance, ethics, and governance.

Credit Hours: 3.0

Prerequisites: Admission to Sport Management (SPMG)

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) Ming, L., MacIntosh, E. W., & Bravo G. A. (2012). *International Sport Management*, 1st ed. Champaign, IL: Human Kinetics. ISBN-13: 978-0-7360-8273-0

Suggested Text(s)

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

Instruction in this course will be delivered through CourseDen as an online course (100% online). Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

*Course Objectives and Learning Outcomes

At the conclusion of this course, students will be able to:

1. Recall key international sport concepts, ideas, and applications.
2. Summarize the main points of course resources related to international sport concepts, ideas, and applications.
3. Analyze case studies, solve practical problems, and address real world scenarios related to international sport.
4. Critically analyze current and relevant informational sources in international sport.

5. Construct valid arguments related to international sport and support them with credible evidence.
6. Examine concepts related to cross-cultural awareness and sensitivity.
(COSMA CPC: Social, psychological and international foundations of sport management)

Assignments

Always refer to CourseDen for additional assignment details and due dates.

*Proctored Exam

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Attendance Policy:

Extra Credit:

Late Work:

Professional Conduct:

***UWG Policies**

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- Don't use abbreviations or acronyms unless the entire class knows them.
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- Keep the dialog collegial and professional.

Expected Response Times

Class Schedule Information (can be a separate document)

| Week | Begin Date | End Date | Topic/Activity/Reading Assignment | Assignment Name & Due Date ** |
|------|------------|----------|-----------------------------------|-------------------------------|
| 1 | | | | |
| 2 | | | | |

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SPMG - 4030 - Sales and Promotion in Sport

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* SPMG **Course Number*** 4030

Course Title* Sales and Promotion in Sport

Long Course Title Sales and Promotion in Sport

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Sport Management

**College - School/
Department*** Department of Sport Management, Wellness, and Physical Education

Catalog Course Description* This course will provide an overview of the ticket sales management facet of the sport industry. The student will leave this course with a solid understanding of what makes ticket sales, what it is, and how companies and entities apply these methods in the "real world". The course will concentrate on both the theories behind sales but also the current concepts and issues that are prevalent in the business of sport.

Is this a General Education course?* Yes No

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

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

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Spring

Desired Effective Year* 2019

Frequency 1

Grading* Undergraduate Standard Letter

Student Learning Outcomes At the conclusion of this course, students will be able to:

1. Develop effective personal communication skills to promote and sell a sport entity
2. Demonstrate specific ticket sales principles
3. Discuss concepts related to ticket sales and promotion
4. Evaluate evidenced-based strategies related to ticket sales and promotion
5. Work as individuals or teams to effectively design a sales plan for a sport entity

Rationale* This course has been offered as a special topics course for several semesters. This course will now be a standing course in the SPMG program.

Prerequisites Admission to Sport Management (SPMG)

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

Attach syllabus* Syllabus has been attached - This is required

SPMG 4030: Sales and Promotion in Sport

***Instructor Information**

| | |
|--------------------------------|-------------------------|
| Instructor: | Telephone (department): |
| Class Meeting Time & Location: | Online Hours: |
| Office Location: | Westga email: |
| Telephone (direct): | Skype or Google+ name |

***Support for Courses**

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

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The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

This course will provide an overview of the ticket sales management facet of the sport industry. The student will leave this course with a solid understanding of what makes ticket sales, what it is, and how companies and entities apply these methods in the “real world”. The course will concentrate on both the theories behind sales but also the current concepts and issues that are prevalent in the business of sport.

Credit Hours: 3.0

Prerequisites: Admission to Sport Management (SPMG)

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) Reese, J. (2013). *Ticket Operations and Sales Management*.

Suggested Text(s) Street and Smith’s SportsBusiness Journal

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

Instruction in this course will be delivered through CourseDen as an online course (100% online). Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

*Course Objectives and Learning Outcomes

At the conclusion of this course, students will be able to:

1. Develop effective personal communication skills to promote and sell a sport entity
2. Demonstrate specific ticket sales principles
3. Discuss concepts related to ticket sales and promotion
4. Evaluate evidenced-based strategies related to ticket sales and promotion
5. Work as individuals or teams to effectively design a sales plan for a sport entity

Assignments

Always refer to CourseDen for additional assignment details and due dates.

*Proctored Exam

Grading Information and Policy

Students will be graded using the following scale:

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Course Policies

Attendance Policy:

Extra Credit:

Late Work:

Professional Conduct:

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Expected Response Times

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SPMG - 4035 - Social Media and Sport

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* SPMG **Course Number*** 4035

Course Title* Social Media and Sport

Long Course Title Social Media and Sport

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Sport Management

College - School/ Department* Department of Sport Management, Wellness, and Physical Education

Catalog Course Description* This course is intended to introduce students to the professional use of social media in the context of sport. Students will be introduced to theoretical concepts associated to social media. Students will explore and evaluate the use of social media in a variety of sport-related contexts. Students will have the opportunity to discuss social media with peers and professionals in the field of sport.

Is this a General Education course?* Yes No

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

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

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Spring **Desired Effective Year*** 2019

Frequency 1 **Grading***

**Undergraduate
Standard Letter**

| | |
|--|---|
| Student Learning Outcomes | <p>At the conclusion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1) Discuss the concepts and issues surrounding digital, online and social media. 2) Describe the social media landscape and its impact on the sports industry. 3) Examine social media tools to maintain an online identity professionally, personally, and publically. 4) Evaluate how social media is integrated into traditional marketing, public relations, and communications roles within the sports industry. 5) Explain the role of mobile devices and other technological advances in the future of communication. 6) Discuss the role of citizen journalism and user-generated content with professional media. 7) Demonstrate both academic writing skills and the informal writing style commonly used on social media platforms. |
| Rationale* | This course has been offered as a special topics course for several semesters. This course will now be a standing course in the SPMG program. |
| Prerequisites | Admission to Sport Management (SPMG) |
| Corequisites | |
| Cross-listing | |
| Restrictions | |
| May be repeated | |
| Fee* | none |
| Fee Justification | |
| Planning Info* | <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement |
| Present or Projected Annual Enrollment* | 30 |
| Attach syllabus* | <input checked="" type="radio"/> Syllabus has been attached - This is required |

SPMG 4035: Social Media and Sport

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

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Course Information

Course Description

Social media shapes issues, trends, and controversies in sport in a variety of ways. This course will focus on the social media landscape and its impact on current trends and issues in the sport industry. It will also outline and analyze the effective use of social media tools; professionally, personally, and publicly. Students will be required to think critically about in infusion of social media into a variety of sport industry markets.

Credit Hours: 3.0

Prerequisites: Admission to SPMG and required 2.00 GPA

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s)

Suggested Text(s)

Required Instructional Resource: CourseDen

Approaches to Instruction

Instruction in this course will be delivered through CourseDen as an online course (100% online). Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

*Course Objectives and Learning Outcomes

At the conclusion of this course, students will be able to:

- 1) Discuss the concepts and issues surrounding digital, online and social media.
- 2) Describe the social media landscape and its impact on the sports industry.
- 3) Examine social media tools to maintain an online identity professionally, personally, and publically.
- 4) Evaluate how social media is integrated into traditional marketing, public relations, and communications roles within the sports industry.
- 5) Explain the role of mobile devices and other technological advances in the future of communication.
- 6) Discuss the role of citizen journalism and user-generated content with professional media.
- 7) Demonstrate both academic writing skills and the informal writing style commonly used on social media platforms.

Assignments

Always refer to CourseDen for additional assignment details and due dates.

*Proctored Exam

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Attendance Policy:

Extra Credit:

Late Work:

Professional Conduct:

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- Be forgiving. Anyone can make a mistake.
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Expected Response Times

Class Schedule Information (can be a separate document)

| Week | Begin Date | End Date | Topic/Activity/Reading Assignment | Assignment Name & Due Date ** |
|------|------------|----------|---|--|
| 1 | | | <i>Start Here Module, Syllabus Quiz (week 1 homework)</i> | <i>Sunday night at midnight</i> Note add/drop dates for this week |
| 2 | | | <i>Topic Name Module: Online Discussions, Turn in topic for Term Paper,</i> | <i>Sunday night at midnight</i> |

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SPMG - 4040 - Sport Analytics and Fan Engagement

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* SPMG **Course Number*** 4040

Course Title* Sport Analytics and Fan Engagement

Long Course Title Sport Analytics and Fan Engagement

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Sport Management

**College - School/
Department*** Department of Sport Management, Wellness, and Physical Education

Catalog Course Description* Sport analytics utilizes data and quantitative methods in order to analyze performance and make better decisions in the competitive sports industry. This course is designed to help students to develop and apply analytical skills (e.g., statistical analysis, predictive analytics, mathematical modeling, critical thinking, game theory, simulation) that are useful in sport business. The course content will cover topics such as data management, statistic data analysis, modeling, and decision making in various sport settings.

Is this a General Education course?* Yes No

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

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

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Spring

Desired Effective Year* 2019

Frequency 1

Grading*

**Undergraduate
Standard Letter**

Student Learning Outcomes At the conclusion of this course, students will be able to:

1. Apply problem-solving and critical thinking abilities.
2. Apply basic statistical concepts.
3. Recognize, formulate, and analyze decision-making problems in sports.
4. Use websites to find data needed to make decisions.
5. Demonstrate the ability to work effectively in teams.

Rationale* This course has been offered as a special topics course for several semesters. This course will now be a standing course in the SPMG program.

Prerequisites Admission to Sport Management (SPMG)

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

Planning Info*

- Library Resources are Adequate
- Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

Attach syllabus* Syllabus has been attached - This is required

SPMG 4040: Sport Analytics and Fan Engagement

*Instructor Information

| | |
|--------------------------------|-------------------------|
| Instructor: | Telephone (department): |
| Class Meeting Time & Location: | Online Hours: |
| Office Location: | Westga email: |
| Telephone (direct): | Skype or Google+ name |

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Course Information

Course Description

Sport analytics utilizes data and quantitative methods in order to analyze performance and make better decisions in the competitive sports industry. This course is designed to help students to develop and apply analytical skills (e.g., statistical analysis, predictive analytics, mathematical modeling, critical thinking, game theory, simulation) that are useful in sport business. The course content will cover topics such as data management, statistic data analysis, modeling, and decision making in various sport settings.

Credit Hours: 3.0

Prerequisites: Admission to SPMG and required 2.00 GPA

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s)

Fried, G., & Mumcu, C. (2016). *Sport Analytics: A data-driven approach to sport business and management*. New York: Routledge.

Suggested Text(s)

Winston, W. L. (2009). *Mathletics: How gamblers, managers, and sports enthusiasts use mathematics in baseball, basketball, and football*. Princeton: Princeton University Press.

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

*Course Objectives and Learning Outcomes

At the conclusion of this course, students will be able to:

1. Apply problem-solving and critical thinking abilities.
2. Apply basic statistical concepts.
3. Recognize, formulate, and analyze decision-making problems in sports.

4. Use websites to find data needed to make decisions.
5. Demonstrate the ability to work effectively in teams.

Assignments

Always refer to CourseDen for additional assignment details and due dates.

*Proctored Exam

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Attendance Policy:

Extra Credit:

Late Work:

Professional Conduct:

*UWG Policies

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the “Additional Information” tab.

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Network Etiquette:

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- Don't use all caps. It is the equivalent of screaming.
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Expected Response Times

Class Schedule Information (can be a separate document)

| Week | Begin Date | End Date | Topic/Activity/Reading Assignment | Assignment Name & Due Date ** |
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| 1 | | | <i>Start Here Module, Syllabus Quiz (week 1 homework)</i> | <i>Sunday night at midnight</i> Note add/drop dates for this week |
| 2 | | | <i>Topic Name Module: Online Discussions, Turn in topic for Term Paper,</i> | <i>Sunday night at midnight</i> |

****Note:** Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

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SPMG - 4045 - Sport Management Entrepreneurship in Sport

2018-2019 Undergraduate New Course Request

Curriculum Proposal

| | | | |
|--|---|------------------------------------|----------------------------------|
| Course Prefix* | SPMG | Course Number* | 4045 |
| Course Title* | Sport Management Entrepreneurship in Sport | | |
| Long Course Title | Sport Management Entrepreneurship in Sport | | |
| Lec Hrs* | 3 | | |
| Credit Hrs* | 3 | | |
| Lab Hrs* | 0 | | |
| Course Type* | Sport Management | | |
| College - School/ Department* | Department of Sport Management, Wellness, and Physical Education | | |
| Catalog Course Description* | The purpose of this course is to introduce students to the fundamental concepts, principles, and best practices associated with entrepreneurship in sport. This course was developed with the intent of providing students with a general overview of the issues involved in starting a sport-related business. | | |
| Is this a General Education course?* | <input type="radio"/> Yes <input checked="" type="radio"/> No | | |
| If yes, which area(s) (check all that apply): | <input type="checkbox"/> Area A <input type="checkbox"/> Area B <input type="checkbox"/> Area C <input type="checkbox"/> Area D <input type="checkbox"/> Area E | | |
| Is this a School of Nursing course?* | <input type="radio"/> Yes <input checked="" type="radio"/> No | | |
| Is this a College of Education course?* | <input checked="" type="radio"/> Yes <input type="radio"/> No | | |
| Desired Effective Semester* | Spring | Desired Effective Year* | 2019 |
| Frequency | 1 | Grading* | Undergraduate Standard Letter |
| Student Learning | | | |

Outcomes At the conclusion of this course, students will be able to:

1. Critically evaluate entrepreneurship concepts, ideas, and applications.
2. Demonstrate knowledge of entrepreneurship concepts, ideas, and applications in various sport settings to accurately answer questions, analyze case studies, solve practical problems, and address real world scenarios.
3. Discuss ideas, experiences, insights, and information to build a learning community.
4. Demonstrate knowledge of entrepreneurship concepts, ideas, and best practices in various sport settings to develop a comprehensive and relevant business for a sport-related business venture.

Rationale* This course has been offered as a special topics course for several semesters. This course will now be a standing course in the SPMG program.

Prerequisites Admission to Sport Management (SPMG)

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

Attach syllabus* Syllabus has been attached - This is required

SPMG 4045: Sport Management Entrepreneurship in Sport

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

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email: online@westga.edu

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Course Information

Course Description

The purpose of this course is to introduce students to the fundamental concepts, principles, and best practices associated with entrepreneurship in sport. This course was developed with the intent of providing students with a general overview of the issues involved in starting a sport-related business.

Credit Hours: 3.0

Prerequisites: Admission to Sport Management (SPMG)

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) *Entrepreneurship in Sport*. (2016)

This is print customizable print-on-demand textbook. The printed version of the textbook is ONLY available for purchase at the UWG bookstore.

You can also purchase an eBook version of the course textbook directly from the publisher. Click on this link <https://create.mheducation.com/shop/> and in the search box copy and paste the books' ISBN number: 9781308722542

Suggested Text(s)

Instructional Resource: TK20 Subscription

TK20 is NOT required for this course, but if you are a Sport Management major you will need TK20 in many of your other Sport Management Courses. So if you have not purchased a TK20 subscription, please do it as soon as possible.

Please select the link to access a pdf guide on [how to purchase your account](#).

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Approaches to Instruction

*Course Objectives and Learning Outcomes

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3. Discuss ideas, experiences, insights, and information to build a learning community.
4. Demonstrate knowledge of entrepreneurship concepts, ideas, and best practices in various sport settings to develop a comprehensive and relevant business for a sport-related business venture.

Assignments

Always refer to CourseDen for additional assignment details and due dates.

*Proctored Exam

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Attendance Policy:

Extra Credit:

Late Work:

Professional Conduct:

***UWG Policies**

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- Keep the dialog collegial and professional.

Expected Response Times

Class Schedule Information (can be a separate document)

| Week | Begin Date | End Date | Topic/Activity/Reading Assignment | Assignment Name & Due Date ** |
|------|------------|----------|-----------------------------------|-------------------------------|
| 1 | | | | |
| 2 | | | | |

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CMWL - 3401 - Technology in Health and Community Wellness

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* CMWL **Course Number*** 3401

Course Title* Technology in Health and Community Wellness

Long Course Title Technology in Health and Community Wellness

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Health and Community Wellness

**College - School/
Department*** Department of Sport Management, Wellness, and Physical Education

Catalog Course Description* In this course, students will reflect on the role various forms of electronic and digital technology can play in the health and community wellness profession and how you can engage these processes with your clients. You will become skilled in using selected digital tools used common in today's health and wellness careers. In addition, you will be exposed to basic theories of communication, methods of delivery, and evaluation. Further, you will learn to determine appropriate applications of these theories and techniques in health promotion settings.

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

Is this a General Education course?* Yes No

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

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

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

CMWL 3401: Technology in Health and Community Wellness

*Instructor Information

| | |
|--------------------------------|-------------------------|
| Instructor: | Telephone (department): |
| Class Meeting Time & Location: | Online Hours: |
| Office Location: | Westga email: |
| Telephone (direct): | Skype or Google+ name |

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Course Information

Course Description

In this course, students will reflect on the role various forms of electronic and digital technology can play in the health and community wellness profession and how you can engage these processes with your clients. You will become skilled in using selected digital tools used common in today's health and wellness careers. In addition, you will be exposed to basic theories of communication, methods of delivery, and evaluation. Further, you will learn to determine appropriate applications of these theories and techniques in health promotion settings.

Credit Hours: 3.0

Prerequisites: Health and Community Wellness major

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) No text is required for this course. All materials will be available inside Course Den.

Suggested Text(s)

Internet resources:

- ACE: <https://www.acefitness.org/acefit/fitness-fact-article/3287/using-technology-to-get-fit-and/>
- Shape America: <http://www.shapeamerica.org>
- www.braingym.com
- Kids health: <https://kidshealth.org/>
- Galileo- Georgia's Virtual Library: <http://www.galileo.usg.edu>

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Approaches to Instruction

Instruction in this course will be delivered through CourseDen as an online course (100% online). Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

***Course Objectives and Learning Outcomes**

At the conclusion of this course, students will be able to:

1. Evaluate how technology plays a role in enhancing the behavior change process.
2. Evaluate the use of computers, the Internet, and mobile devices in health promotion
3. Discuss the unique ethical issues that confront health promoters when doing technology-based work
4. Critically examine various eHealth techniques and tools for implementing technology-based programs
5. Design their own virtual coaching platform with integrated blog for global health promotion
6. Create two instructional videos showing the effective use and integration of technology to a potential client

Assignments

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Addendum V

PROPOSED REVISED VERSION

103.0201 Faculty Promotion and Tenure Evaluation

A. Departmental Evaluation (for units with academic departments)

1. Faculty Committee

A faculty promotion and tenure evaluation committee, consisting exclusively of no fewer than three tenured faculty members selected by the voting members of the department, shall formally review dossiers submitted to the department chair. In the event that a department does not have a sufficient number of tenured faculty members, tenured faculty from other departments must be invited to serve. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. The departmental committee (or other review body of academic units that do not have departments) shall be guided by all of the specific university, college/school, and, for academic units that contain departments, departmental criteria for promotion or tenure in their formal review of dossiers submitted to the department chair and shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding each case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation.

If a candidate is not recommended for promotion and/or tenure, the chair of the department (or Dean in the case of a unit that does not have departments) shall give the candidate a copy of the committee's ~~and Departmental Chair~~ evaluation in accordance with the procedures and timelines specified in Section 103.0202.

The department chair shall include the faculty committee's written evaluation along with his or her own written evaluation in the dossier of the candidate. Formal written evaluations shall include a discussion of the candidate's strengths and shall identify areas where the candidate failed to meet the criteria.

3. Evaluation of a Department Chair

When a department chair is under consideration for promotion and/or tenure, the faculty committee (see above) shall review the candidate's dossier submitted to the Dean. The committee shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding the case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation. If a candidate is not recommended for promotion and/or tenure, the chair of the Committee shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section ~~103.0205~~. 103.0202.

4. Evaluations of other faculty holding administrative positions

Members of the administrative staff who hold faculty rank in a teaching area and who wish to be considered for promotion shall submit a dossier to the chair of the department in which they hold rank. Their applications shall be considered under the procedures herein prescribed.

Faculty above the level of department chair (e.g., deans, vice presidents) shall be evaluated in accordance with the same promotion and/or tenure criteria and procedures outlined in this Handbook.

5. Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

B. College Evaluation

1. A Faculty Promotion and Tenure Evaluation Committee shall be established in each of the following: The College of Arts and Humanities, the College of Business, the College of Education, the College of Science and Mathematics, and the College of Social Sciences.

Each committee shall be composed exclusively of tenured faculty members selected by the voting members of the academic unit and shall formally review dossiers submitted to the Dean. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. Each department shall have representation on the committee, but no department shall have more than two members. Deans shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of each committee shall elect one of the members as chair, who will be a voting member of the committee.

2. Each committee shall meet at the call of its committee chair. At the initial meeting, the committee chair shall review the qualifications for each rank so that members will be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure.

3. Dossiers submitted shall be reviewed by committee members prior to committee meetings.

4. The merits of each candidate for promotion or tenure shall be discussed to the extent desired by a simple majority of committee members. Department members serving on the Promotion and Tenure Evaluation Committee are to serve as resource persons to the committee rather than advocates for or adversaries against members of their department under consideration for promotion and/or tenure. Any supervisor may be called to discuss with the committee the qualifications of each person nominated from his or her department.

5. Voting on promotion and tenure shall be by separate secret ballots and according to the following procedures: all candidates for promotion to each academic rank shall be voted on at the same time, and all candidates for tenure shall be voted on at the same time. Each candidate shall receive a vote of approval or disapproval. The committee chair shall total the votes awarded each candidate. A simple majority vote of the committee is required for a positive recommendation. It will be the responsibility of the Dean to preserve the original ballots and to keep these on file for a period of ten years.

6. The committee chair shall prepare a written evaluation for each candidate that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation, including vote totals, shall be forwarded in the dossier of the candidate to the appropriate Dean. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a

copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

7. Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

C. Promotion and Tenure Committee Formation for Units without Departments (e.g. School of Nursing and Library)

Units without departments shall have the option of forming a single, unit-level promotion and tenure committee instead of two committees as described in 103.0201 A and B. Such a committee must be composed exclusively of tenured faculty and must include a minimum of three (3) members. In the event that the unit does not have a sufficient number of eligible tenured faculty, the committee must be populated by inviting tenured faculty from other units of the university, emeriti faculty, or tenured faculty from appropriate academic units at other universities. Any units that plan to populate promotion and tenure committees with emeriti or non-UWG faculty must establish a written policy for the selection of these committee members.

Units choosing the option of single-level review for promotion and tenure must develop their own written procedures for promotion and tenure committee formation and review and obtain approval from the governing body of the unit and the Provost/VPAA. These procedures must be otherwise consistent with the procedures outlined in section 103.0201.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202

D. Evaluation by the Dean

Each Dean shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Dean's review shall be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure, taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately. The Dean shall prepare a written evaluation that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the Provost. In the event the Dean recommends a candidate who, up to this point, has not been recommended for promotion and/or tenure, or chooses not to recommend a candidate who up to this point has been recommended for promotion and/or tenure, the Dean's written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

E. Evaluation by the Provost and Vice President for Academic Affairs

The Provost and Vice President for Academic Affairs shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Provost and Vice President for Academic Affairs' review shall be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately. The Provost and Vice President for Academic Affairs shall prepare a written evaluation which includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the President. In the event the Provost and Vice President for Academic Affairs recommends a candidate who, up to this point has not been recommended for promotion and/or tenure, or chooses not to recommend a candidate who up to this point has been recommended for promotion and/or tenure, the Provost and Vice President for Academic Affairs' written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Provost and Vice President for Academic Affairs shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

The Provost and Vice President for Academic Affairs shall then notify the Dean of each college/school of his or her decisions in each case. The Dean of each College or School shall notify the department chair or area supervisor of the status of each candidate.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

F. Final Approval

The President shall evaluate the qualifications of the people under consideration for promotion and/or tenure as revealed by the material in their dossiers and by the reports from the College, School, or Library Promotion and Tenure Evaluation Committees, the Deans, and the Provost and Vice President for Academic Affairs. The President shall approve or disapprove the candidate's application for promotion and/or tenure.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

103.0201 ~~Formation and Operation of~~ Faculty Promotion and Tenure Evaluation Committees

A. Departmental Evaluation (for units with academic departments)

1. Faculty Committee

A faculty promotion and tenure evaluation committee, consisting exclusively of no fewer than three tenured faculty members selected by the voting members of the department, shall formally review dossiers submitted to the department chair. In the event that a department does not have a sufficient number of tenured faculty members, tenured faculty from other departments must be invited to serve. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. The departmental committee (or other review body of academic units that do not have departments) shall be guided by all of the specific university, college/school, and, for academic units that contain departments, departmental criteria for promotion or tenure in their formal review of dossiers submitted to the department chair and shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding each case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation.

If a candidate is not recommended for promotion and/or tenure, the chair of the department (or Dean in the case of a unit that does not have departments) shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section ~~103.0205~~. **103.0202**

2. Department Chair

The department chair shall include the faculty committee's written evaluation along with his or her own written evaluation in the dossier of the candidate. Formal written evaluations shall include a discussion of the candidate's strengths and shall identify areas where the candidate failed to meet the criteria.

3. Evaluation of a Department Chair

When a department chair is under consideration for promotion and/or tenure, the faculty committee (see above) shall review the candidate's dossier submitted to the Dean. The committee shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding the case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation. If a candidate is not recommended for promotion and/or tenure, the chair of the

Committee shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section ~~103.0205~~ 103.0202.

4. Evaluations of other faculty holding administrative positions

Members of the administrative staff who hold faculty rank in a teaching area and who wish to be considered for promotion shall submit a dossier to the chair of the department in which they hold rank. Their applications shall be considered under the procedures herein prescribed.

Faculty above the level of department chair (e.g., deans, vice presidents) shall be evaluated in accordance with the same promotion and/or tenure criteria and procedures outlined in this Handbook ~~including an independent evaluation by the candidate's immediate supervisor.~~

5. ~~Appeals~~ Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section ~~103.0205~~ 103.0202.

B. College Evaluation

1. A Faculty Promotion and Tenure Evaluation Committee shall be established in each of the following: The College of Arts and Humanities, the College of Business, the College of Education, the College of Science and Mathematics, and the College of Social Sciences. Each committee shall be composed exclusively of tenured faculty members selected by the voting members of the academic unit and shall formally review dossiers submitted to the Dean. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. Each department shall have representation on the committee, but no department shall have more than two members. Deans shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of each committee shall elect one of the members as chair, who will be a voting member of the committee.

2. Each committee shall meet at the call of its committee chair. At the initial meeting, the committee chair shall review the qualifications for each rank so that members will be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure.

3. Dossiers submitted shall be reviewed by committee members prior to committee meetings.

4. The merits of each candidate for promotion or tenure shall be discussed to the extent desired by a simple majority of committee members. Department members serving on the Promotion and Tenure Evaluation Committee are to serve as resource persons to the committee rather than advocates for or adversaries against members of their department under consideration for

promotion and/or tenure. Any supervisor may be called to discuss with the committee the qualifications of each person nominated from his or her department.

5. Voting on promotion and tenure shall be by separate secret ballots and according to the following procedures: all candidates for promotion to each academic rank shall be voted on at the same time, and all candidates for tenure shall be voted on at the same time. Each candidate shall receive a vote of approval or disapproval. The committee chair shall total the votes awarded each candidate. A simple majority vote of the committee is required for a positive recommendation. It will be the responsibility of the Dean to preserve the original ballots and to keep these on file for a period of ten years.

6. The committee chair shall prepare a written evaluation for each candidate that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation, including vote totals, shall be forwarded in the dossier of the candidate to the appropriate Dean. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section ~~103.0205~~. 103.0202.

7. ~~Appeals~~ Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section ~~103.0205~~. 103.0202.

C. Promotion and Tenure Committee Formation for Units without Departments (e.g. School of Nursing and Library)

Units without departments shall have the option of forming a single, unit-level promotion and tenure committee instead of two committees as described in 103.0201 A and B. Such a committee must be composed exclusively of tenured faculty and must include a minimum of three (3) members. In the event that the unit does not have a sufficient number of eligible tenured faculty, the committee must be populated by inviting tenured faculty from other units of the university, emeriti faculty, or tenured faculty from appropriate academic units at other universities. Any units that plan to populate promotion and tenure committees with emeriti or non-UWG faculty must establish a written policy for the selection of these committee members.

Units choosing the option of single-level review for promotion and tenure must develop their own written procedures for promotion and tenure committee formation and review and obtain approval from the governing body of the unit and the Provost/VPAA. These procedures must be otherwise consistent with the procedures outlined in section 103.0201.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section ~~103.0205~~. 103.0202

~~103.0202~~ **D Evaluation by the Dean** ~~Dean's Evaluation~~

Each Dean shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Dean's review shall be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure, taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately. The Dean shall prepare a written evaluation that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the Provost. In the event the Dean recommends a candidate who, up to this point, has not been recommended for promotion and/or tenure, or chooses not to recommend a candidate who up to this point has been recommended for promotion and/or tenure, the Dean's written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section ~~103.0205~~. 103.0202.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section ~~103.0205~~. 103.0202.

~~103.0203~~ ~~The Provost and Vice President for Academic Affairs' Evaluation~~ ~~evaluation~~ **E Evaluation by the Provost and Vice President for Academic Affairs**

The Provost and Vice President for Academic Affairs shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Provost and Vice President for Academic Affairs' review shall be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately. The Provost and Vice President for Academic Affairs shall prepare a written evaluation which includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the President. In the event the Provost and Vice President for Academic Affairs recommends a candidate who, up to this point, has not been recommended for promotion and/or tenure, or chooses not to recommend a candidate who up to this point has been recommended for promotion and/or tenure, the Provost

and Vice President for Academic Affairs' written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Provost and Vice President for Academic Affairs shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section ~~103.0205~~. 103.0202.

The Provost and Vice President for Academic Affairs shall then notify the Dean of each college/school of his or her decisions in each case. The Dean of each College or School shall notify the department chair or area supervisor of the status of each candidate.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section ~~103.0205~~. 103.0202.

~~103.0204~~ **F Final Approval**

The President shall evaluate the qualifications of the people under consideration for promotion and/or tenure as revealed by the material in their dossiers and by the reports from the College, School, or Library Promotion and Tenure Evaluation Committees, the Deans, and the Provost and Vice President for Academic Affairs. The President shall approve or disapprove the candidate's application for promotion and/or tenure.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section ~~103.0205~~. 103.0202.

Addendum I