

# Instruct Strat: Sec Soc Sci Ed

## SEED-4243

Fall 2020 Section 01 3 Credits 08/12/2020 to 12/05/2020 Modified 08/06/2020

### Description

This course is designed for investigation and assessment of current trends and research in the teaching of social sciences with implications for strategies and curricular needs at the secondary level.

#### Requisites

Prerequisites:

Teacher Education Admission TE and Educ.Field Experience Appl FE

Corequisites:

### Contact Information

#### Instructor: Dr. Arren Swift

Email: [aswift@westga.edu](mailto:aswift@westga.edu)

Office: Education Annex 102

Phone: 678-839-2225

### Meeting Times

#### In Person Meeting Times

8/15, 9/12, 9/26, 10/24

Saturday, 9:00 AM to 4:00 PM, Education Center 226

#### Virtual

12:00 AM to 12:00 PM, Virtual

### Materials

#### 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](mailto: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](#).

#### Required Instructional Resource: TK20 Subscription

This instructional resource is required for students admitted into a major in the College of Education:

Example: *If* you are enrolled in an EDUC course (undergraduate), *but* have not been admitted into the Teacher Education program

within the College of Education, *then* you do NOT need to purchase a Tk20 account at this time.

Example: *If* you are enrolled in an EDLE course (graduate), *but* have not been admitted into the College of Education graduate program, *then* you do NOT need to purchase a Tk20 account.

All students admitted to an undergraduate or graduate program in the College of Education are required to purchase a Tk20 account.

If you mistakenly purchased a Tk20 account directly from Watermark, then a refund can be processed within 30 days of purchase. Please email [tk20@westga.edu](mailto:tk20@westga.edu) for more information.

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. A Tk20 subscription is valid for 10 years. For assistance, email [tk20@westga.edu](mailto: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](#).

Optional

## Bring Learning Alive! Methods to Transform Middle and High School Social Studies Instruction.

**Author:** Teachers Curriculum Institute

**Publisher:** Corwin

**ISBN:** 978-1-58371-113-2

**Availability:** Campus Bookstore and Amazon

## Select on of the following Georgia History books.

Kenneth Coleman, *A History of Georgia* (University of Georgia Press, 1990).

Buddy Sullivan, *Georgia: A State History* (Arcadia Publishing, 2010).

T. Conn Bryan, *Confederate Georgia* ( University of Georgia Press, 2009).

Kenneth Coleman, *Athens, 1861-1865: As Seen Through Letters in the University of Georgia Libraries* (University of Georgia Press, 1969).

Leonard Dinnerstein, *The Leo Frank Case (Revised Edition)* (University of Georgia Press, 2008). Michelle Gillespie, *Free Labor in a Unfree World: White Artisans in Slaveholding Georgia, 1789-1860* (University of Georgia Press, 2004).

Leslie Hall, *Land and Allegiance in Revolutionary Georgia* (University of Georgia Press, 2001).

Harvey H. Jackson, *Laclan Macintosh and the Politics of Revolutionary Georgia* (University of Georgia Press, 2003).

Clifford M. Kuhn, Harlon E. Joye, and E. Bernard West, *Living Atlanta: An Oral History of the City, 1914-1948* (University of Georgia Press, 2005).

Timothy James Lockley, *Lines in the Sand: Race and Class in Lowcountry Georgia, 1750-1860* (University of Georgia Press, 2004).

Ben Marsh, *Georgia's Frontier Women: Female Fortunes in a Southern Colony* (University of Georgia Press, 2012).

Phillip Morgan, *African American Life in the Georgia Lowcountry: The Atlantic World and the Gullah Geechee* (University of Georgia Press, 2010).

Stephen G.N. Tuck, *Beyond Atlanta: The Struggle for Racial Equality in Georgia, 1940-1980* (University of Georgia Press, 2003).

LeeAnn Whites, *The Civil War as A Crisis in Gender: Augustus, 1860-1890* (University of Georgia Press, 2000).

Availability: Amazon  
 Price: Varies (free - \$30)

## Outcomes

### The Student Will:

Topic(s)/ Objectives	Activities/ Assignments (including field-based activities)	Measurement (including performance based)	Standards Alignment S- SPA Standard Alignment TS- Texas Educator Standards/Competencies DDP- Diversity and Disposition Proficiencies CF- Conceptual Framework N- NCATE Standard 1 (if there is no SPA) NETS- ISTE NETSTechnology Standards
Objective 1: formulate a definition of social studies, discuss the contribution of the social sciences to the field, discuss the different conceptions of social studies, and suggest various strategies for the teaching of the social studies at the secondary grades	Class discussion,  Preparation of reading, writing activities  Development of questions for Political cartoons  Inclusion of technology in social studies	Active learning blog post  Cooperative and Tolerant classroom blog post  Questions development for Political cartoons  Video game lesson plan  Multiple intelligences blog post	<p><b>Standard 1(A):</b> Teachers design clear, well-organized, sequential lessons that build on students’ prior knowledge</p> <p>(iii) Teachers connect students’ prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.</p> <p><b>Standard 1(D):</b> Teachers communicate clearly and accurately and engage students in a manner that encourages students’ persistence and best efforts</p> <p>(ii) Teachers validate each student’s comments and questions, utilizing them to advance learning for all students.</p> <p><b>Standard 2(A):</b> Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success</p> <p>(i) Teachers purposefully utilize learners’ individual strengths as a basis for academic and social-emotional growth.</p> <p><b>Standard 3(C):</b> Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners by utilizing engaging instructional materials to connect prior content knowledge to new learning</p> <p>(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students’ real-world experiences.</p> <p><b>Standard 4(A):</b> Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students’ development and backgrounds</p> <p>Teachers embrace students’ backgrounds and experiences as an asset in their learning environment.</p> <p>InTASC 1- 8; NCSS 1 - 4</p>

<p>Objective 2:</p> <p>The student will be able to select and use</p> <p>Identify and explore the practices which appear to contribute most to student learning at the secondary grades, and examine techniques for implementing these practices in the field of social studies</p>	<p>Class discussion</p> <p>Analysis of textbook</p> <p>Selection of methods for instruction from the peer reviewed internet sites and peer reviewed journals</p> <p>Review of websites available in content area</p>	<p>Textbook Analysis</p> <p>PBL task</p> <p>Preview Activity</p> <p>Processing Assignment</p> <p>Writing Assignment</p> <p>Workstations</p> <p>Graphic organizers</p> <p>Discussion</p> <p>Role Play</p> <p>Interactive notebook</p> <p>Field trip planning</p>	<p>S: 2.5, 2.6, 5.2, 5.4, 5.6, 12.4</p> <p>TS: Standard 1(B): Teachers design developmentally appropriate standards-driven lessons that reflect evidence-based best practices</p> <p>(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.</p> <p>CF: 1, 2, 3, 5</p> <p>DDP: 1,2</p> <p>NETS: 5</p> <p>INTASC 3, 5, 6, 7, 8, 10; NCSS 1, 3-4</p>
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<p>Objective 3:</p> <p>The student will be able to develop activities and assignments that are appropriate for secondary students and that actively engage them in the learning process.</p>	<p>Class discussions</p> <p>Lesson plan</p> <p>Activities developed to enhance student understanding of content</p>	<p>Lesson planning</p> <p>Textbook Analysis</p> <p>PBL task</p> <p>Preview Activity</p> <p>Processing Assignment</p> <p>Writing Assignment</p> <p>Workstations</p> <p>Graphic organizers</p> <p>Discussion</p> <p>Role Play</p> <p>Interactive notebook</p> <p>Field trip planning</p>	<p><b>S:</b> 3.1, 3.2, 3.4</p> <p><b>TS: Standard 1(B):</b> Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices</p> <p>(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.</p> <p><b>Standard 1(D):</b> Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts</p> <p>(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.</p> <p><b>Standard 4(A):</b> Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds</p> <p>(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students, and</p> <p>(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and person experiences.</p> <p><b>DDP:</b> 5,6,9,10</p> <p><b>CF:</b> 1, 3, 5</p> <p><b>NETS:</b> 2, 3, 4</p> <p><b>INTASC</b> 1, 2, 4, 5, 6, 7, 8; <b>NCSS</b> 1 - 2</p>
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Objective 4:	Class discussion	Lesson planning	<p><b>S:</b> 6.3, 6.6</p> <p><b>TS: Standard 1(C):</b> Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate</p>
The student builds historical content knowledge of World History, American History, and Texas History	Preparation of active learning tasks for students	Preview Activity	(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans, and
		Processing Assignment	(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.
		Writing Assignment	<p><b>Standard 3(B):</b> Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.</p>
		Workstations	(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.
		Graphic organizers	<p><b>DDP:</b> 4,5,6,10</p> <p><b>CF:</b> 1, 3, 5</p> <p><b>NETS:</b> 1, 3</p>
		Discussion	
		Role Play	
		Interactive notebook	
Field trip planning			

<p>Objective 5:</p> <p>The student will use multiple and varied assessments before and after instruction to guide instruction, monitor progress and address specific concerns and teach students to monitor and self-assess.</p>	<p>Class discussion</p> <p>Activity development</p>	<p>Lesson Plans with pre and post-assessment</p> <p>Reflections of other students assessments</p>	<p>S: 2.8, 7.2, 7.4, 10.2</p> <p>TS: Standard 5(A): Teachers implement both formal and informal methods of measuring student progress,</p> <p>(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning, and</p> <p>(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.</p> <p>Standard 5(B): Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations</p> <p>(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress, and</p> <p>(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.</p> <p>Standard 5(C): Teachers regularly collect, review, and analyze data to monitor student progress</p> <p>(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.</p> <p>Standard 5(D): Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly</p> <p>(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning passed on assessment outcomes.</p> <p>CF: 4</p> <p>DDP: 4,5,6,10</p> <p>NETS: 1, 3</p>
<p>Objective 6:</p> <p>Acquire information about, discuss, and practice state licensure performance-based assessment(s).</p>	<p>Practice Exam</p>	<p>Practice Exam and review score</p>	<p>InTASC 1-10; NCSS 1 - 4</p>

 Evaluation

## Course Grades

Item	Due Date	Point Value	Your Score
TCl: Active learning	8/30	10	
Cooperative and Tolerant Classroom	8/30	10	
Video Game-based Learning	8/30	10	
Video Game-based Learning Discussion	8/31	1	
TCl: Multiple Intelligences	8/30	10	
Ancient World PBL	9/30	100	
Ancient World PBL Discussion	9/30	1	
Preview Activity	9/30	10	
Preview Activity Discussion	9/30	1	
Processing Activity	9/30	10	
Processing Activity Discussion	9/30	1	
Writing	9/30	10	
Writing Discussion	9/30	1	
Workstations	9/30	10	
Graphic Organizer	9/30	10	
Graphic Organizer Discussion	9/30	1	
Colonial Convention	10/24	100	
Assessment	10/31	10	
Role Play	10/31	10	



Interactive Notebook	10/31	10	
Interactive Notebook Discussion	10/31	1	
Field Trip	11/8	10	
Georgia History Book Review	11/14	100	
Geography Lesson Plan	11/29	10	
Economics Lesson Plan Review	11/15	10	
Stock Market Game	12/4	10	
Stock Market Game Discussion	12/4	1	
C-SPAN Bell Ringer	11/15	10	
iCivics Game	11/15	10	
Lesson Plan	12/4	100	
Exam	12/4	100	
Total		688	
Your Score			

## Criteria Breakdown

### Assignments

**Discussion:** There are 8 opportunities to share your work with peers and comment on their creations. This is an opportunity to provide feedback and make adjustments on your work to improve its functionality in your future classroom.

**Virtual Assignments:** There are 18 virtual assignments that require you to interact with social studies material and develop your own curriculum. Each assignment is assessed individually and your work should be saved for classroom use.

**Projects:** In this course, you will complete three projects. One is a group project on the colonization of America. The second project is a book review and presentation. The book should be selected from the list provided. Each title covers issues that will provide a deeper understanding of elements of Georgia history. The third project is the development of a documentary on an early river valley civilization. The documentary will help provide answers to the questions raised by the popular Ancient Aliens TV show.

Lesson Plan: You will develop a lesson plan to use in your field experience. In addition to the lesson plan, you will develop all the materials you will use when enacting the lesson. This should be submitted prior to teaching the lesson. After you receive feedback and make improvements please upload this item to TK20.

Final Exam: The final exam will be a virtual assignment. You can use your notes and textbook to complete the exam. The assessment is composed of practical applications that you will experience as a teacher. Do not share your answers with other students.

## Schedule

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## \* Course Policies and Resources

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### Class Policies

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who work in schools. Professionalism includes, but is not limited to, the following:

- Participating in class activities in the online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time – late submissions will result in a loss of points
- Completing assignments without spelling and grammatical errors – loss of points will occur
- Attending required live online sessions and arriving on time – loss of points will occur
- Treating class members and colleagues with respect
- Limiting disruptions in the online class environment
- Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences

If you have a valid reason for missing assignment deadlines, please contact the instructor in advance. Missing deadlines can seriously impact the student's ability to complete the course satisfactorily.

Students must use Microsoft Office application software (Word, PowerPoint, etc.) to complete written and other assignments. The Microsoft Office software is available to UWG students free of charge (funded by technology fees). If you do not have Microsoft Office, information about acquiring it is available at <http://www.westga.edu/its/>.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at <http://www.westga.edu/UWGSyllabusPolicies/>. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information, the following policies apply to this course.

#### Student e-mail Policy

All formal e-mail communication between instructor and students (outside of CourseDen) will be through campus e-mail (your my.westga.edu e-mail account through gmail). This is a University policy, so it is imperative you check your my.westga.edu e-mail account regularly.

#### Extra Credit/Duplicative Course Work

Coursework that will be completed in another course that dovetails with an assignment in this course may be submitted if prior approval is granted by the instructor during the first 10 days of class. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission. Extra credit activities are not available in this course.

## Attendance

Participation in all online components of the course is required and will be factored into the course grade.

## Academic Honesty

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

**Americans with Disabilities Act** The official UWG policy is contained in the link to the <http://www.westga.edu/UWGSyllabusPolicies/> located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: <http://www.westga.edu/studentdev/>.

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**Disciplinary procedures described in the latest State University of West Georgia**

*The Connection, Undergraduate Catalog, and Graduate Catalog*, will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

# College/School Policies

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## College of Education Vision

The College of Education at the University of West Georgia will be recognized for *Innovation in Teaching, Leadership, and Wellness* with programs designed to transform 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 professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

## Admission to Teacher Education

Admission to the teacher education program is a prerequisite to enrollment in professional education courses for all teacher education programs. Admission to the program is based on meeting specific qualifications. Application instructions will be provided to students by their academic advisor once qualifications have been met.

## Educator Certification Requirements

Candidates are eligible for the Georgia educator certificate only upon successful completion of the appropriate teacher education program and passing scores on the appropriate assessments for certification as required for certification by the Georgia Professional Standards Commission.

## Physical Education Requirement

The College of Education requires three hours of physical education for all undergraduate programs offered in the college. The student must satisfy this requirement by taking the 2-hour Health and Wellness course (PWLA 1600) and one 1-hour activity course. Military veterans with two or more years of active duty will not have to take the activity course.

## Required Instructional Resource: TK20 Subscription

This instructional resource is required for students admitted into a major in the College of Education:

Example: *If* you are enrolled in an EDUC course (undergraduate), *but* have not been admitted into the Teacher Education program within the College of Education, *then* you do NOT need to purchase a Tk20 account at this time.

Example: *If* you are enrolled in an EDLE course (graduate), *but* have not been admitted into the College of Education graduate program, *then* you do NOT need to purchase a Tk20 account.

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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. A Tk20 subscription is valid for 10 years. For assistance, email [tk20@westga.edu](mailto: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](#).

## Institutional Policies

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### Honor Code

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

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

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

### Academic Support

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

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

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

## Online Courses

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

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

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

## UWG Email Policy

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

## Credit Hour Policy

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

## HB 280 (Campus Carry)

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

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

## Mental Health Support

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

## ELL Resources

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

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php>).