
Mass Comm Research Methods

COMM-4484

Spring 2021 Section 101 3 Credits 01/09/2021 to 05/11/2021 Modified 01/10/2021

Description

A survey of qualitative and quantitative research methods, data analysis and reporting procedures, including opportunities to conduct, analyze, evaluate, interpret, and communicate research.

Requisites

Prerequisites:

COMM 1154 Minimum Grade: C and ENGL 1102 Minimum Grade: C

Corequisites:

Contact Information

Camilla Gant, Ph.D.

Professor of Mass Communications

Chief Administrative Officer & Executive Director of Academic Affairs Douglasville

Email - CourseDen (Do not use westg.edu email)

Phone - 678.839.6445

Meeting Times

Class

TR 2:00 - 3:15 PM

See Schedule for F2F Sessions

Virtual Office Hours

M-F 11:00 AM - Noon EST

Via CourseDen Email or Google Meet by Appointment

Materials

Communication Research: Asking Questions, Finding Answers

Author: Keyton, Joann

Publisher: McGraw-Hill Education, New York, NY

Edition: 5th Edition (2019)

Required Text

Publication Manual of the American Psychological Association

Publisher: American Psychological Association, Washington, DC
Edition: 7th Edition (2020)

Optional Text

If you opt not to purchase, you can access text in the UWG Library and Writing Center, and I will post excerpts in CourseDen.

Outcomes

Define social science research and explain its role in mass communication

Explain the social science research process

Define primary ethical issues in conducting and reporting research

Compare and contrast qualitative and quantitative research methods and designs

Conduct research and evaluate information by methods appropriate to the communications professions in which graduates work¹

Apply basic numerical and statistical concepts²

¹Satisfies Standard 8 of ACEJMC professional values and competencies - *Research & Evaluate*.

²Satisfies Standard 12 of ACEJMC professional values and competencies - *Apply Technology*.

Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)

Evaluation

Criteria

Assignments will be weighted as noted below.

Exam 1	15%
Exam 2	15%
Exam 3	15%
Experiential Research Assignments Average	15%
Qualitative Research Project	20%
Quantitative Research Project	20%

Breakdown

Grades will be based on the following scale.

A 90 - higher

B 80 - 89

- C 70 - 79
- D 60 - 69
- F 59 - lower

In the interest of academic integrity and fairness, please note that at the end of the semester, I do not offer extra credit opportunities or arbitrarily round up final averages which already include extra credit for problematic exam questions. However, if you are within one percentage point of the next letter grade, and you have contributed to *Talking Points* DBoard discussions for at least seven weeks (defined as Sunday - Saturday), you will qualify to receive the higher grade.

Assignments

Exams

You are expected to complete three exams which will cover assigned readings and lecture material. Exam dates and access times are noted on the Weekly Schedule. Exams will include multiple-choice, matching, and true/false items, and you will have the entire class period (75 minutes) to complete each exam.

To help you prepare for exams, study guides will be available via the CourseDen *Content* link at least one week prior to exams. To ensure exams are fair, when the majority of students perform unsatisfactorily on particular items, I analyze said items and give everyone credit for those which I find reasonable cause that they proved difficult for the majority.

Early or make-up exams will be permitted only in cases of extenuating situations substantiated with documentation. Requests for early exams must be made at least 48 hours prior to a given exam. Requests for make-up exams must be made within two hours of a given exam. To request an early or make-up exam, email request to me via CourseDen.

Assignments & Projects

To illustrate the complexity of conducting, analyzing, evaluating, interpreting, and reporting research, you will be required to complete experiential research assignments, a qualitative research project, and a quantitative research project. Due dates for assignments and projects are noted on the Weekly Schedule.

Experiential Research Assignments

Experiential research assignments are designed to explore specific research issues in more depth; encourage critical thinking and analytical thinking; and reinforce research design knowledge and skills. Assignments are tied to qualitative and quantitative research projects to streamline workload for and strengthen performance on them.

Qualitative/Quantitative Research Projects

Research projects allow first-hand experience with writing a research question; performing precision database searches, annotating research; and developing research instruments. The qualitative research project requires you to draft a research-centered focus group schedule and sampling recommendations; and the quantitative research project requires you to design a research-centered survey and draft sampling recommendations.

Technology Issues & Late Policy

If you experience technology issues when completing exams or posting/submitting experiential research assignments or qualitative/quantitative research projects, it is very important that you follow instructions in the CourseDen Resources & Technical Support section to avoid compromising credit. You will be permitted to resume/complete exams, or post/submit work after due date/time without point deductions only in qualified cases. That is, cases of campus technology issues or extenuating circumstances substantiated with documentation (see Attendance section for definition of extenuating circumstances).

Otherwise, you are permitted to post/submit exams, experiential research assignments or qualitative/quantitative research projects up to 24 hours after due date/time with the understanding that ten points will be deducted from your score.

Academic Dishonesty

Academic dishonesty will result in failure on assignment and may be subject to additional disciplinary action(s). The University of West Georgia Student Code of Conduct (Section 2.0) defines academic dishonesty as including, but not limited to, cheating,

fabrication, plagiarism, excessive collaboration, and facilitating or allowing academic dishonesty in any academic exercise. Code definitions are noted below.

Cheating: Cheating means using, attempting to use or aiding others in using unauthorized materials, information, or study aids. It also means excessive collaboration or gaining unauthorized access to unauthorized materials.

Fabrication: Fabrication means falsification or unauthorized invention of any information or citation.

Plagiarism: Plagiarism means representing the words or ideas of another as one's own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged.

Plagiarism also includes "self-plagiarism" which includes the reuse of one's own work without acknowledging that one is doing so or citing the original work.

Excessive Collaboration: Excessive collaboration means the end result of all idea swapping, sharing, brainstorming, and conferring has obliterated one student's voice and replaced it with that of another. Student writers collaborate excessively when they abandon, wittingly or unwittingly, their own words and adopt, claiming them as their own, the ideas or exact phrasing of their collaborator.

Schedule

When	Topic	Notes
Week 1 1/12	Course Overview	Meet via GoogleMeet Review Syllabus, Weekly Schedule, CourseDen
1/14	Introduction to Communication Research	Meet F2F Read Chapter 1
Week 2 1/19	The Research Process	Meet F2F Read Chapter 2
1/21	Independent Workday	No F2F Class Work on ERA 1, Exam 1 Study Guide
1/22	ERA 1 Due	Experiential Research Assignment 1 Research Question Post by 5:00 p.m. EST via <i>Discussions</i> Link
Week 3 1/26	Research Ethics	Meet F2F Read Chapter 3
1/28	Independent Workday	No F2F Class Work on ERA 2, Exam 1 Study Guide
Week 4 2/2	Qualitative vs. Quantitative Research; Introduction to Qualitative Research;	Meet F2F Read pp. 57, 70-72 & Chapter 14
2/4	Independent Workday	No F2F Class Work on ERA 2, Exam 1 Study Guide

When	Topic	Notes
2/5	ERA 2 Due	<p>Experiential Research Assignment 2</p> <p>Annotated Bibliography Articles 1-2</p> <p>Post by 5:00 p.m. EST via <i>Discussions</i> Link</p>
Week 5 2/9	Exam 1 (Covers Weeks 2 - 4)	<p>No F2F Class</p> <p>Access 8:00 a.m. - 8:00 p.m. EST via <i>Quizzes</i> link</p> <p>May Complete during class time or access window.</p>
2/11	Designing Qualitative Research; Non-Probability Sampling	<p>Meet F2F</p> <p>Read Chapter 15 & Chapter 6 (pp. 97 - 99, 105-111)</p>
2/12	ERA 3 Due	<p>Experiential Research Assignment 3</p> <p>Focus Group & Sampling Recommendation</p> <p>Submit by 5:00 p.m. EST via <i>Assignments</i> Link</p>
Week 6 2/16	Qualitative Research: Observation Strategies & Note Taking	<p>Meet F2F</p> <p>Read Chapter 16 (pp. 277-283)</p>
2/18	Qualitative Research: Focus Groups	<p>Meet F2F</p> <p>Read Chapter 16 (pp. 291-298)</p>
2/19	ERA 4 Due	<p>Experiential Research Assignment 4</p> <p>Annotated Bibliography Articles 3 - 4</p> <p>Post by 5:00 p.m. EST via <i>Discussions</i> Link</p>
Week 7 2/23	Independent Workday	<p>No F2F Class</p> <p>Qualitative Research</p> <p>Read Field & Online Interviews - Chapter 16 (pp. 283-290)</p> <p>Work on ERA 5, Exam 2 Study Guide, Qualitative Research Project</p>
2/25	Independent Workday	<p>No F2F Class</p> <p>Qualitative Research</p> <p>Read Narrative & Ethnographic - Chapter 16 (pp. 298-303)</p> <p>Work on ERA 5, Exam 2 Study Guide, Qualitative Research Project</p>
2/26	ERA 5 Due	<p>Experiential Research Assignment 5</p> <p>Annotated Bibliography Articles 5 - 6</p> <p>Post by 5:00 p.m. EST via <i>Discussions</i> Link</p>
Week 8 3/2	Analyzing Qualitative Data	<p>Meet F2F</p> <p>Read Chapter 17</p>
3/4	Independent Workday	<p>No F2F Class</p> <p>Work on ERA 6, Exam 2 Study Guide, Qualitative Research Project</p>

When	Topic	Notes
3/5	ERA 6 Due	Experiential Research Assignment 6 Constant Comparative Analysis Submit by 5:00 p.m. EST via <i>Assignments</i> Link
Week 9 3/9	Exam 2 (Covers Weeks 5 - 8)	No F2F Class Access 8:00 a.m. - 8:00 p.m. EST via <i>Quizzes</i> link May Complete during class time or access window.
3/11	Qualitative Research Project Due	<i>No F2F Class</i> <i>Focus Group Schedule & Sampling Recommendations</i> Submit by 5:00 p.m. EST via <i>Assignments</i> link
Week 10 3/16	No Class; Spring Break!	
3/18	No Class; Spring Break!	
Week 11 3/23	Introduction to Quantitative Research	Meet F2F Read Chapter 4 (pp. 56 - 64)
3/25	Introduction to Quantitative Research	Meet F2F Read Chapter 4 (pp. 65 - 71)
3/26	ERA 7 Due	Experiential Research Assignment 7 Annotated Bibliography Articles 7- 8 Post by 5:00 p.m. EST via <i>Discussions</i> Link
Week 12 3/30	Measurement	Meet F2F Read Chapter 5 (pp. 75 - 83)
4/1	Measurement	Meet F2F Read Chapter 5 (pp. 84 - 96)
4/2	ERA 8 Due	Experiential Research Assignment 8 Survey Variables & Operational Definitions Submit by 5:00 p.m. EST via <i>Assignments</i> Link Last Day to Withdraw with "W"
Week 13 4/6	Quantitative Research: Probability Sampling; Surveys & Questionnaires	Meet F2F Read Chapter 6 (pp. 97 - 104, 108 - 111); Chapter 8 (pp. 134 - 143)
4/8	Quantitative Research: Read Surveys & Questionnaires	Meet F2F Chapter 8 (pp. 143-156)

When	Topic	Notes
4/9	ERA 9 Due	Experiential Research Assignment 9 Survey Sampling Recommendation Submit by 5:00 p.m. EST via <i>Assignments</i> Link
Week 14 4/13	Independent Workday	No F2F Class Quantitative Research Read Quantitative Analysis of Text - Chapter 12
4/15	Independent Workday	No F2F Class Work on ERA 10, Exam 3 Study Guide, Quantitative Research Project
4/16	ERA 10 Due	Experiential Research Assignment 10 Annotated Bibliography Articles 9 - 10 Post by 5:00 p.m. EST via <i>Discussions</i> Link
Week 15 4/20	Independent Workday	No F2F Class Quantitative Research Read Experiential Research - Chapter 7
4/22	Independent Workday	No F2F Class Work on Exam 3 Study Guide, Quantitative Research Project
Week 16 4/27	Independent Workday	No F2F Class Work on Exam 3 Study Guide, Quantitative Research Project
4/29	Exam 3 (Covers Weeks 11 - 15)	No F2F Class Access 8:00 a.m. - 8:00 p.m. EST via <i>Quizzes</i> link May Complete during class time or access window. Last Day of Class
Week 17 5/4		Reading Day
Week 18 5/11	Quantitative Research Project Due	No F2F Class <i>Survey & Sampling Recommendations</i> Submit by 5:00 p.m. EST via <i>Assignments</i> link

* Course Policies and Resources

Participation

You are responsible for learning all material presented in lectures and assigned readings. You are also expected to complete assigned readings prior to class, and to be prepared to make informed contributions to discussions. Lectures will expound on central concepts in assigned readings. If you have questions at any point concerning course expectations or material, I encourage you to e-mail or visit during virtual office hours.

Attendance

This course is designated as a Partial Distance Course (P), which means technology will be used to deliver 51-94% of class sessions, i.e., 51-94% of class sessions will be held online. Accordingly, we are scheduled to meet face-to-face (f2f) for 14 class sessions (see Weekly Schedule), and attendance during f2f sessions is necessary to perform successfully in the course.

Arriving after class begins or leaving before class ends is discouraged as such behavior may distract the class. Given that experiential research assignments include in-class as well as independent throughout the semester, class absence may compromise your experiential research assignments average. Additionally, class absence may compromise performance on exams given that exams include material from assigned readings and lectures which expound on and extend material in assigned readings.

When attending f2f class sessions, please remember to wear a mask to class. Also, please ensure that the seats around you are empty (left/right and front/back), and plan to seat in the same place for all class sessions. This seating approach will allow for contact tracing in the event that a classmate is exposed to COVID-19.

In accordance with University System of Georgia and the University of West Georgia guidelines to maximize safe in-person, interactive instruction, the course will not be offered via dual modality. Therefore, there is no option to engage in class fully online. That said, if you miss a f2f session due to extenuating circumstances, it is your responsibility to make up missed work, and to submit appropriate documentation to substantiate your absence and request to submit/complete work after due date/time without deductions. Note that extenuating circumstances include, but are not limited to, participation in university-sponsored activities, hazardous weather conditions, personal hardship, illness, hospitalization, family emergencies, or death in the immediate family.

CourseDen Resources & Technical Support

For CourseDen and technical support, including tutorials, troubleshooting, and online resources, reference the UWG Online Student Guide link - <http://uwgonline.westga.edu/online-student-guide.php>. You may also contact UWG Online Help Desk Monday - Thursday 8am - 8pm EST and Friday 8am - 5pm EST at 678.839.6248 or 1.855.933.UWGO (8946); or email staff at online@westga.edu. Additionally, you may contact the GeorgiaVIEW D2L 24-Hour Help Desk for assistance, 7 days a week and 365 days a year via the Internet at <https://d2lhelp.view.usg.edu/s/> or phone at 1.855.772.0423.

If you experience technical difficulties, it is very important that you contact UWG Online Help Desk or GeorgiaVIEW D2L 24-Hour Help Desk as a first resource. Staff will document your case, and verify whether it is a personal or campus technology issue. Personal technology issues do not justify due date/time extensions which are only granted in cases of campus technology issues or extenuating circumstances substantiated with documentation.

CourseDen Tools

We will primarily use CourseDen *Email*, *Content*, *Discussions*, *Assignments*, *Quizzes*, and *Grades* tools. You are expected to log in to CourseDen regularly throughout the week, but especially within 24 hours of each scheduled class session.

Email

The *Email* tool allows you to send e-mail to and receive e-mail from me and your classmates. It is important that you check your e-mail each weekday. I will respond to e-mail within 24 hours with the exception of Friday afternoons, weekends, and holidays. If you send me e-mail Friday afternoons, weekends, or holidays, I will respond by 5:00pm the following business day. Do not send e-mail to my UWG e-mail address. CourseDen Email allows me to timely respond to and efficiently manage emails given that all course related emails are archived in one place.

Content

The Content link is where you can access the Syllabus, Weekly Schedule, Course Handouts, Exam Study Guides, and PowerPoint slides.

Discussions (DBoard)

The Discussions tool, also referred to as the discussion board (DBoard), allows for virtual classroom discussions. You will use DBoard to post select experiential research assignments, and you may opt to participate in Talking Points. Talking Points is the topic area where I may sometimes initiate dialogue, and where you can initiate general discussions related to course content, e.g.,

post questions or comments or share interesting articles or web links related to class readings or discussions.

Assignments

You will use the Assignments tool to submit select experiential research assignments, as well your qualitative and quantitative research projects.

Quizzes

You will use the *Quizzes* tool to access and complete exams. To minimize likelihood of technical difficulties, you are strongly encouraged to use Microsoft Internet Explorer browser to complete exams.

Grades

You will use the *Grades* tool to view your grades and class statistics. Credit for exams will be auto-scored and posted upon submission. Experiential research assignment and qualitative and quantitative research project scores will typically be posted within 5-7 business days of due dates/times.

College/School Policies

Mission

Fair, just, and productive societies require the free flow of news, information, and ideas from communicators of knowledge, skill, and integrity who reflect the diversity of the people they serve. Therefore, the Department of Mass Communications strives to provide high quality academic and experiential learning opportunities to prepare students for successful integration into the global community as industry professionals, leaders, and thinkers in the fields of convergence journalism, digital media and telecommunication, film and video production, and public relations.

Vision

The Department of Mass Communications is committed to empowering students to communicate clearly, act responsibly, think critically, and understand context(s) to enhance their personal, civic, academic, and professional lives, facilitating active participation in an evolving and increasingly diverse society.

Strategic Priorities

Invested Teaching

To inspire and equip students to discover their personal, intellectual, and professional potential through personalized teaching, academic coaching, and career mentoring.

Experiential Learning

To offer students early and on-going multiple and diverse hands-on learning to develop and enhance personal, intellectual, and professional growth.

Connectedness

To serve as the hub that connects and cultivates partnerships among key stakeholders to enhance personal, intellectual, and professional growth. Key stakeholders include administrators, faculty, staff, students, alumni, industry, community, and friends.

Mass Communications Degree Program Learning Outcomes

ACEJMC Professional Values and Competencies: The Bachelor of Science degree program in Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), and the Department is committed to preparing students with the requisite knowledge and skills to be successful in the media and communications industries after graduation. The Department has adopted as its Mass Communications degree program learning outcomes ACEJMC's 12 professional values and competencies, known as 6 X 6 MASS COMM SUCCESS, that all graduates of an ACEJMC accredited program should be aware of and able to demonstrate as scholars and professionals in the discipline. For the detailed

list of the ACEJMC professional values and competencies, see the [UWG Undergraduate Catalog \(https://catalog.westga.edu/preview_program.php?catoid=11&pooid=1991\)](https://catalog.westga.edu/preview_program.php?catoid=11&pooid=1991) or [ACEJMC - Standard 2. Curriculum and Instruction \(http://www.acejmc.org/policies-process/nine-standards/\)](http://www.acejmc.org/policies-process/nine-standards/).

6 X 6 MASS COMM SUCCESS

<p>6 X 6 MASS COMM SUCCESS (https://www.westga.edu/academics/coss/mass-communications/assets/pics/6x6_MC_Success_Graphic.JPG)</p> <p>(click to view image)</p>	<ol style="list-style-type: none">1. Freedom of Speech & Press2. History3. Diversity4. Global Impact5. Theory6. Ethics7. Think Critically & Creatively8. Research & Evaluate9. Write Effectively10. Self-Evaluate11. Apply Numbers & Statistics12. Apply Technology
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Film & Video Production Degree Program Learning Outcomes

Overview: The Bachelor of Science degree program in Film & 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. 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. The FVP degree program learning outcomes include:

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.

Institutional Policies

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.

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.

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.

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).

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\(https://www.westga.edu/police/campus-carry.php\)](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).

Additional Items
