

Memorandum

To: General Faculty

Date: April 12, 2023

Regarding: Faculty Senate Agenda for April 14, 2023 in the Nursing Building, room 106

1. Call to Order

2. Roll Call

3. Minutes

A) The March 17, 2023 Faculty Senate Meeting Minutes were approved electronically on March 31, 2023.

4. Administrator Reports

5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

- 1) General Information Updates
- 2) Committee Chair General Updates

Committee I: Undergraduate Programs Committee (Kim Green, Chair)

Action Items ([Addendum I](#)):

A) College of Arts, Culture, and Scientific Inquiry

- 1) Department of English, Film, Languages, and Performing Arts
 - a) [English, B.A. \(Accelerated Bachelors to Masters \(ABM\) in English Education Track\)](#)
Request: Revise
 - b) [English, B.A. \(Secondary Education Track\)](#)
Request: Revise
- 2) Department of Natural Sciences
 - a) [Biology, General Biology Track, B.S.](#)
Request: Revise

- b) [Biology, Professional Preparation Track, B.S.](#)
Request: Revise
- B) School of Communications, Film, and Media
 - 1) [COMM 1121 - Experiential Learning Lab](#)
Request: Add
 - 2) [COMM 4221 - Health Communication Campaigns](#)
Request: Add
 - 3) [Health Communication Certificate](#)
Request: Add
- C) University College
 - a) Center for Interdisciplinary Studies
 - 1) [XIDS - 2300 - Connecting with youth from "high risk" settings](#)
Request: Add

Information Items:

- A) UPC approved 16 courses to receive the Undergraduate Research High-Impact Practice (HIP) designation. The list of these courses is attached ([Addendum II](#)).
- B) UPC approved 60 courses to receive the Work-Based Learning HIP designation. The list of these courses is attached ([Addendum III](#)).
- C) UPC approved the XIDS 2002 First-year Seminar/Cornerstone topics for 2023-24. The list of these topics is attached ([Addendum IV](#)).
- D) Kim Green will serve as Chair of the Undergraduate Programs Committee for the 2023-2024 Academic Year.

Committee II: Graduate Programs Committee (Patrick Hadley, Chair)

Action Items ([Addendum V](#)):

- A) College of Arts, Culture, and Scientific Inquiry
 - 1) Department of Anthropology, Psychology, and Sociology
 - a) [Psychology, M.A.](#)
Request: Revise
- B) College of Education
 - 1) Department of Counseling, Higher Education, and Speech Language Pathology

- a) [SPLA 5701 Introduction to Communication Sciences and Disorders](#)
Request: Add
 - b) [SPLA 5702 Speech and Language Acquisition and Disorders](#)
Request: Add
 - c) [SPLA 5703 Phonetics](#)
Request: Add
 - d) [SPLA 5704 Anatomy & Physiology of Speech & Hearing](#)
Request: Add
 - e) [SPLA 5705 Speech and Hearing Science](#)
Request: Add
 - f) [SPLA 5706 Introduction to Audiology](#)
Request: Add
 - g) [SPLA 5707 Introduction to Neurological Disorders](#)
Request: Add
 - h) [Speech-Language Pathology Post-Baccalaureate Certificate Program](#)
Request: Add
- 2) Department of Early Childhood through Secondary Education
- a) [SEED 6270 Technology in the Math and Science Class](#)
Request: Add
- 3) Department of Educational Technology and Foundations
- a) [Instructional Technology Non-Degree Program](#)
Request: Revise
- 4) Department of Leadership, Research, and School Improvement
- a) [Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods](#)
Request: Revise
- C) Tanner Health System School of Nursing
- 1) [NURS 6122 Health Systems Leadership Clinical Nurse Leader Practicum I](#)
Request: Revise
 - 2) [NURS 6123 Health Systems Leadership Clinical Nurse Leader Practicum II](#)
Request: Revise
- D) University College

1) Department of Civic Engagement and Public Service

a) [Master of Public Administration, M.P.A.](#)

Request: Revise

Committee IV: Faculty Development Committee (Farooq Khan, Chair)

Action Item (Addendum VI)

A) Changes of UWG Handbook following BOR-mandated Post-Tenure Review and Annual Evaluation Policy Changes.

Request: Vote

Information Item (Addendum VII)

A) Proposed Resolution on the New 80-10-10 Workload Policy.

Committee V: Institutional Planning Committee (Jonathan Corley, Chair)

Action Item (Addendum VIII):

A) Update membership of the Institutional Planning Committee to reflect current administrative organization.

Request: Vote

Committee X: Diversity and Internationalization Committee (Mike Hester, Chair)

Information Item:

A) International Faculty Profile.

6. Old Business

7. New Business

A) Chair-Elect nomination.

B) Parliamentarian nomination: Martin McPhail.

8. Announcements

9. Adjourn

Addendum I

English, B.A. (Accelerated Bachelors to Masters (ABM) in English Education Track)

2023-2024 Undergraduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

****CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM***

- Modifications (Check all that apply)***
- Program Name
 - Track/Concentration
 - Catalog Description
 - Degree Name
 - Program Learning Outcomes
 - Program Curriculum
 - Other

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculum@westga.edu.

School/ Department*

Department of English, Film, Language, and Performing Arts

Is this a School of Nursing or School of Communication, Film and Media course?*

Yes No

Is this a College of Education Program?*

Yes No

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

Yes No

Is this an Accelerated Bachelors to Masters program related proposal?*

Yes No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.*

Yes No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program* Program Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* English, B.A. (Accelerated Bachelors to Masters (ABM) in English Education Track)

Program ID - DO NOT EDIT* 20

Program Code - DO NOT EDIT 20

Program Type*

Degree Type*

Program Description* The Accelerated Bachelor's to Master's Degree Track in English at the University of West Georgia allows outstanding students who major in English or English Education to begin earning credit toward a graduate degree while completing their Bachelor's degree. Exceptional undergraduate students admitted to the program may register for a limited number of graduate courses and may count up to six (6) hours 30-hour in the M.A. capstone and thesis track or twelve (12) in the 36-hour M.A. non-thesis track toward both the undergraduate and graduate degrees. Upon completion of the undergraduate B.A. in English or B.A. in English Education, with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the M.A. in English graduate program, and the graduate-level courses taken as an undergraduate will be applied toward the graduate degree.

Eligibility Requirements

Students applying for the ABM track in English must:

Have completed at least 90 hours toward a B.A. in English or B.A. in English Education.

Have completed at least 30 hours of the 90 hours of coursework at the University of West Georgia.

Have a UWG GPA of 3.5 or higher or an English major GPA of 3.75 or higher and must maintain that GPA while they are undergraduates.

Have taken English 3000.

Meet all admission requirements for the M.A. in English with the exception of the complete B.A. in English or B.A. in English Education. The student must apply to the graduate program and be conditionally accepted to take graduate classes as an undergraduate student.

Students applying for the accelerated track program will not be required to take standardized admissions tests.

Application Process

Meet with your advisor to discuss the track. This should take place when the student has reached a minimum of 60 hours and completed all Area F coursework.

Complete an application form for the Accelerated Bachelor's to Master's Degree (ABM) Track. This should take place in the semester before the student earns 90 hours.

Complete a graduate application for the graduate degree program and submit all required documents for admission. This should occur at the same time that a student applies for the ABM Track.

Acceptance to the Track

Once a student has been accepted to the ABM track, the student should follow the prescribed plan of study and take only the courses approved for the ABM track. (Visit the department to obtain a full program sheet.) A student in the ABM track will be classified as an undergraduate. Once a student has earned the bachelor's degree with a satisfactory undergraduate grade point average and has earned a grade of "B" or better in graduate coursework, the student's classification will be changed to graduate student.

Approved Graduate Courses for the Accelerated Bachelor's to Master's Track

The table below shows the graduate courses for which students can receive credit towards both the graduate and undergraduate degrees, along with the undergraduate courses which they would replace. Students in the program may receive credit for two such courses (in the M.A. capstone track or thesis track, which both require 30 hours of coursework) or four such courses (in the M.A. non-thesis track, which requires 36 hours of coursework). Undergraduate students admitted to the ABM track should take at least two (2) 4000 level

Undergraduate students admitted to the ABM track should take at least two (2) 4000-level courses before taking any of the 6000-level courses listed below.

Graduate Course

Replaced Undergraduate Course

ENGL 6105-Seminar in British Literature I

ENGL 4000-Studies in British Literature I

ENGL 6110-Seminar in American Literature I

ENGL 4003-Studies in American Literature I

ENGL 6115-Seminar in British Literature II

ENGL 4002-Studies in British Literature II

ENGL 6120-Seminar in American Literature II

ENGL 4005-Studies in American Literature II

Status* Active-Visible Inactive-Hidden

Program Location*

Requirements

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

General Education Requirements (Core Curriculum)

* ENGL 1101 and ENGL 1102 are prerequisites for all courses from ENGL 2110 through ENGL 4386 except ENGL 2060 .

Core Area F: 18 Hours

Language pathway modification: Complete 2001 in a language other than English (FREN/GRMN/SPAN or the equivalent in another language); AND complete FREN/GRMN/SPAN 2002 (or the equivalent in another language) OR FORL 2200, 2300, or an approved 2000-level FORL course.

ENGL 2001 Introduction to Literature
[After] * (and)

ENGL 2110 World Literature
[After] (0-3) * (and)

ENGL 2120 British Literature
[Right] (0-3) * (or)

ENGL 2130 American Literature
[Right] (0-3) *

[Before](or)

ENGL 2180 Studies in African-American Literature
[Right] (0-3) * (or)

ENGL 2190 Studies in Literature by Women
[After] (and)

FORL (through 2002) 3-6* (0-3) *

[After] (or)

[After]

SPAN 2001, FREN 2001 or GRMN 2001

[Before](and)

FORL 2200 Survey of National Literatures

[Right] (or)

FORL 2300 Topics in National Literatures

[After] Note: *Courses can be taken as electives in
Core Area C2

Requirements for the Major (Upper-Division Courses): 30 Hours

A. Methods: 3 Hours

ENGL 3000 Research and Methodology

B. Literary History: 12 Hours*

Approved Graduate Courses for the Accelerated Bachelor's to Master's Track

The courses below show the graduate courses for which students can receive credit towards both the graduate and undergraduate degrees, along with the undergraduate courses which they would replace. Students in the program may receive credit for two such courses (in the M.A. capstone track or thesis track, which both require 30 hours of coursework) or four such courses (in the M.A. non-thesis track, which requires 36 hours of coursework). Undergraduate students admitted to the ABM track should take at least two (2) 4000-level courses before taking any of the 6000-level courses listed below.

ENGL 4000 Studies in British Lit. I

[Right] or ENGL 6105 British Literature I

ENGL 4002 Studies in British Lit. II

[Right] or ENGL 6115 British Literature II

ENGL 4003 Studies in American Lit. I

[Right] or ENGL 6110 American Literature I

ENGL 4005 Studies in American Lit. II
[Right]
or ENGL 6120 American Literature II

**[After] Note: Students may take an additional offering
of ENGL 4188 as a major elective**

C. English Education Requirements: 9 Hours

ENGL 4295 Studies in Young Adult Literature
ENGL 3400 Pedagogy and Writing
ENGL 4300 Studies in the English Language
**[After] (English Grammar OR History of the English
Language)**

D. Electives: 3 Hours*

One Course selected from ENGL 3000- or 4000- level courses.

*No more than one (1) variable-credit, independent study may be counted toward the major. Students cannot count ENGL 4386 (Internship) toward the major. Students may take two sections of the same course as long as the topic of the sections is different. For example, ENGL 4106 - Studies in Genre: Poetry and ENGL 4106 - Studies in Genre: Film.

E. Senior Seminar: 3 Hours*

*Prerequisites: 2000-level ENGL courses in Area F, ENGL 3000 and 18 additional hours of upper-level ENGL courses with a C or higher; No course may be substituted for the Senior Seminar.

ENGL 4384 Senior Seminar

F. Professional Education Sequence: 34 Hours ****

**ENGL 4238 Methods for Teaching Secondary
English**
ENGL 4286 Teaching Internship
CEPD 4101 Educational Psychology

[Right] ^ ^

MEDT 3401 Integrating Technology into the Curriculum

[Right] ****

SPED 3715 The Inclusive Classroom: Differentiating Instruction

SEED 4271 Instruction, Assessment, and Management in the Secondary Classroom

[Right] **

Total: 124 Hours

**** Admission to Teacher Education Program required before enrolling i these courses.**

See admission requirements in the College of Education.

******A grade of C or better is required in Courses in these sections**

*******Prerequisite MEDT 2401 or exemption exam**

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact curriculog@westga.edu for further instruction.**

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click here for a [video demonstration on how to build your program curriculum](#).

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the  and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* This proposal removes EDUC 2110, EDUC 2120, and EDUC 2130 from the major requirements for the ABM in English, Secondary Education track. The USG Board of Regents no longer requires these courses, and the UWG College of Education has stated that they are now optional. Additionally, EDUC 2110 will no longer be offered at UWG. In the English Secondary Education program, our required pedagogy courses for majors, especially ENGL 3400 and 4295, cover the learning outcomes and activities previously covered in EDUC 2120 and 2130, including teaching observation, diversity and inclusion in schooling, implicit

bias, theories of learning and development, and classroom planning, instruction, and assessment.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kgwaltney@westga.edu.

- Check all that apply to this program***
- This change affects 25-49% of the program's curriculum content.
 - This change affects 25-49% of the program's length/credit hours.
 - This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - This change affects 50% or more of the program's curriculum content.
 - This change affects 50% or more of the program's length/credit hours.
 - This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - None of these apply

- 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

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting template](#) and attach to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map template](#) and attach to this proposal.

- Program Map*** I have attached the Program Map/Sheet.
 N/A - I am not making changes to the program curriculum.

- Assessment Plan*** I have attached the Assessment Plan.
 N/A

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

English, B.A. (Secondary Education Track)

2023-2024 Undergraduate Revise Program Request

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- Modifications (Check all that apply)***
- Program Name
 - Track/Concentration
 - Catalog Description
 - Degree Name
 - Program Learning Outcomes
 - Program Curriculum
 - Other

Desired Effective Semester *

Fall

Desired Effective Year *

2023

Routing Information

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School/ Department*

Department of English, Film, Language, and Performing Arts

Is this a School of Nursing or School of Communication, Film and Media course?*

Yes No

Is this a College of Education Program?*

Yes No

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

Yes
 No

Is this an Accelerated Bachelors to Masters program related proposal?*

Yes
 No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.*

Yes
 No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program*

Program
 Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name

Program Description

Program Name* English, B.A. (Secondary Education Track)

Program ID - DO NOT EDIT* 20

Program Code - DO NOT EDIT 20

Program Type*

Degree Type*

Program Description* For all tracks, English majors must earn a C or better in all English courses required for the major. This includes ENGL 1101, ENGL 1102, ENGL 2001, ENGL 2110, ENGL 2120, ENGL 2130, ENGL 2180 and ENGL 2190 as well as all upper-level ENGL courses that count toward the major.

For all tracks, English majors can take no more than 2 upper-level ENGL courses toward the major (6 credit hours) before completing the required 2000-level courses for the major (ENGL 2001, ENGL 2110, ENGL 2120, ENGL 2130 and ENGL 2180 or ENGL 2190 and ENGL 3000).

The English Education track is one of two tracks that the Bachelor's student majoring in English may declare. The coursework in this program provides students with the opportunity to obtain a B.A. in English with a concentration in Secondary Education. At the end of this course of study, students are not only prepared to be knowledgeable practitioners of their content area-English and Language Arts-but may apply for and receive Secondary Education Certification as a result of knowledge gained in the classroom and from 900 hours of in-the-field training. Course objectives and activities relate to the descriptors of the Conceptual Framework in substantive ways.

Admission to the College of Education Teacher Education Program (TEP) is required before taking any upper-level Education courses. Pre-requisites for TEP include: 1) completion of core curriculum areas A-E; 2) overall minimum GPA of 2.7; 3) demonstrated writing proficiency or completion of ENGL 1101 with a grade of C or better; 4) demonstrated oral communication proficiency or completion of COMM 1110 with a grade of C or better; 5) satisfactory completion of the Georgia Educator Ethics Assessment (Test 360); and 6) completion of any other departmental requirements. See English advisor for admission to TEP once pre-requisites have been met and for selection of core and major area courses.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Requirements

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

Core Curriculum

* ENGL 1101 and ENGL 1102 are prerequisites for all courses from ENGL 2110 through ENGL 4386 except ENGL 2060.

Core Area F: 18 Hours

Required Courses: 6 Hours

ENGL 2001 Introduction to Literature
ENGL 2110 World Literature

Choose two courses from the following: 6 Hours

ENGL 2120 British Literature
ENGL 2130 American Literature
ENGL 2180 Studies in African-American
Literature
ENGL 2190 Studies in Literature by Women

Foreign Language Requirement: 6 Hours

Complete 2001 in a language other than English (FREN/GRMN/SPAN or the equivalent in another language); AND complete FREN/GRMN/SPAN 2002 (or the equivalent in another language) OR FORL 2100, 2200, 2300, or an approved 2000-level FORL course.

[Before] Choose one of the following:

FREN 2001 Intermediate French I
[Right] (and)

FREN 2002 Intermediate French II
[After] (or)

GRMN 2001 Intermediate German I
[Right] (and)

GRMN 2002 Intermediate German II
[After] (or)

SPAN 2001 Intermediate Spanish I
[Right] (and)

SPAN 2002 Intermediate Spanish II
[After] (or)

[After] SPAN 2001, FREN 2001 or GRMN 2001

[After] (and)

FORL 2200 Survey of National Literatures
[After] (or)

FORL 2300 Topics in National Literatures
[After] Note:

*** Courses can be taken as electives in Core Area C.2.**

Requirements for the Major (Upper-Division Courses): 30 Hours

A. Methods: 3 Hours

ENGL 3000 Research and Methodology

B. Literary History: 12 Hours *

Four (4) courses, one from each of the following areas:

ENGL 4000 Studies in British Lit. I
ENGL 4002 Studies in British Lit. II

ENGL 4003 Studies in American Lit. I
ENGL 4005 Studies in American Lit. II

[After] *Students may take additional offerings of Literary History courses as major electives. Students may take two sections of the same course as long as the topic of the sections is different. For example, ENGL 4002 - British Romanticism and ENGL 4002 - Twentieth-Century British

C. English Education Requirements: 9 Hours

ENGL 4295 Studies in Young Adult Literature
ENGL 3400 Pedagogy and Writing
ENGL 4300 Studies in the English Language
[After] (English Grammar OR History of the English Language)

D. Electives: 3 Hours *

One course selected from ENGL 3000- or 4000- level courses.

* No more than one (1) variable-credit, independent study may be counted toward the major. Students cannot count ENGL 4386 (Internship) toward the major. Students may take two sections of the same course as long as the topic of the sections is different. For example, ENGL 4106 - Studies in Genre: Poetry and ENGL 4106 - Studies in Genre: Film.

E. Senior Seminar:3 Hours *

ENGL 4384 Senior Seminar
[After] No course may be substituted for the Senior Seminar.

*** Prerequisites: 2000-level ENGL courses in Area F, ENGL 3000, and 18 additional hours of upper-level ENGL courses with a C or higher**

F. Professional Education Sequence: 34 Hours ****

ENGL 4238 Methods for Teaching Secondary English

ENGL 4286 Teaching Internship

CEPD 4101 Educational Psychology

[Right] **

MEDT 3401 Integrating Technology into the Curriculum

[Right] *****

SPED 3715 The Inclusive Classroom: Differentiating Instruction

SEED 4271 Instruction, Assessment, and Management in the Secondary Classroom

[Right] **

Total: 124 Hours

**** Admission to Teacher Education Program required before enrolling in these courses.**

See admission requirements in the College of Education.

****** A grade of C or better is required in courses in these sections.**

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact curriculog@westga.edu for further instruction.**

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For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* This proposal removes EDUC 2110, EDUC 2120, and EDUC 2130 from the major requirements for the BA in English, Secondary Education track. The USG Board of Regents no longer requires these courses, and the UWG College of Education has stated that they are now optional. Additionally, EDUC 2110 will no longer be offered at UWG. In the English Secondary Education program, our required pedagogy courses for majors, especially ENGL 3400 and 4295, cover the learning outcomes and activities previously covered in EDUC 2120 and 2130, including teaching observation, diversity and inclusion in schooling, implicit bias, theories of learning and development, and classroom planning, instruction, and assessment. The provost has stated that degree programs should not be over 120 hours, and this change will bring the total credit hours required to complete the English Education BA down to 120 from 124.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kgwaltney@westga.edu.

- Check all that apply to this program***
- This change affects 25-49% of the program's curriculum content.
 - This change affects 25-49% of the program's length/credit hours.
 - This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - This change affects 50% or more of the program's curriculum content.
 - This change affects 50% or more of the program's length/credit hours.
 - This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - None of these apply

- 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

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting template](#) and attach to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map template](#) and attach to this proposal.

- Program Map*** I have attached the Program Map/Sheet.
 N/A - I am not making changes to the program curriculum.

- Assessment Plan*** I have attached the Assessment Plan.
 N/A

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

Biology, General Biology Track, B.S.

2023-2024 Undergraduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

****CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM***

- Modifications (Check all that apply)***
- Program Name
 - Track/Concentration
 - Catalog Description
 - Degree Name
 - Program Learning Outcomes
 - Program Curriculum
 - Other

Desired Effective Semester *

Fall

Desired Effective Year *

2023

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

School/ Department*

Department of Natural Sciences

Is this a School of Nursing or School of Communication, Film and Media course?*

Yes No

Is this a College of Education Program?*

Yes No

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

Yes
 No

Is this an Accelerated Bachelors to Masters program related proposal?*

Yes
 No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.*

Yes
 No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program*

Program
 Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name

Program Description

Program Name* Biology, General Biology Track, B.S.

Program ID - DO NOT EDIT* 20

Program Code - DO NOT EDIT 20

Program Type*

Degree Type*

Program Description* Biology, General Biology Track, B.S.
The general track for the B.S. degree in Biology is the appropriate track for any student who plans to pursue a graduate degree in any area of biological sciences or for students who plan to seek employment in industry, government, or environmental laboratories.

Biology, Professional Preparation Track, B.S.
The professional preparation track prepares students for further advanced study in medical, dental, veterinary, physical therapy, or other allied health fields.

Accelerated Bachelor's to Master's Degree pathway in Biology (Non-thesis Track)
The Accelerated Bachelor's to Master's Degree Pathway in Biology (Non-thesis Track) at the University of West Georgia allows outstanding students who major in Biology to begin earning credit toward a graduate degree while completing their Bachelor's degree. The ABM in Biology (Non-Thesis Track) allows exceptional students to count up to six (6) hours in the M.S. Biology (Non-Thesis Track) toward both degrees.

The Accelerated Bachelor's to Master's Degree Pathway offers the opportunity to simultaneously satisfy partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Upon completion of the undergraduate B.S. in Biology, with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the Master's program in M.S. in Biology (Non-Thesis Track) and the graduate-level courses taken as an undergraduate will be applied toward the graduate degree.

Students applying for the ABM Pathway in Biology (Non-Thesis Track) must:
Have completed at least 90 hours toward a B.S. in Biology.
Have completed at least 30 hours of the 90 hours of coursework at the University of West Georgia.
Have a UWG GPA of 3.2 or higher and must maintain that GPA while they are undergraduates.
Have taken BIOL 2108+BIOL 2108L.
Meet all admission requirements for the M.S. in Biology (Non-Thesis Track) with the exception of the complete B.S. in Biology.
Students applying for the accelerated program will not be required to take standardized admissions tests.

The list below shows the graduate courses for which students can receive credit towards both the graduate and undergraduate degrees, along with the undergraduate courses which they would replace. Students in the pathway may receive credit for two such courses in the M.S. Biology (Non-Thesis Track) which requires 30 hours of coursework. Undergraduate students admitted to the ABM pathway should take at least one (1) 4000-level course before taking any of the 6000-level courses listed below.

Graduate Course followed by Undergraduate Course which is being replaced:
1) BIOL 6503 Biological Perspectives: Biochemistry for BIOL 4503 Biological Perspectives: Biochemistry
2) BIOL 6983 Graduate Research for BIOL 4983 Senior Biology Research

Program Location*

Carrollton

Curriculum Information

Requirement

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

Core Curriculum

Specific core curriculum requirements for the B.S. in Biology are:

MATH 1113 Precalculus

[Right] required under Area A

[After] Two lab sciences required under Area D, which may not overlap in course number or content with courses taken elsewhere in the degree program.

Note:

Due to the stringent requirements for admission to professional schools, students are urged to consult advisors in choosing elective courses in the core curriculum and major.

Core Area F: 18 Hours

BIOL 2107 Principles of Biology I for Biology Majors

BIOL 2107L Principles of Biology I Lab for Biology Majors

BIOL 2108 Principles of Biology II for Biology Majors

BIOL 2108L Principles of Biology II Lab for Biology Majors

[After] 1000/2000 Level Academic Electives 10

Requirements for Major: (21 hours BIOL 3000/4000): 39 Hours

Organismal Requirement 3 - 4

Prokaryotic Requirement 3 - 4

Ecological/Evolutionary Requirement 3 - 4 1

Physiological Requirement 3 - 4 1

Cell and Molecular Requirement 3 - 4

Chemistry Requirement 3 - 4

Biology Electives (3000/4000) 0 - 29

Electives (3000/4000) 0 - 9

BIOL 4984 Senior Biology Seminar

[After] All Biology majors are required to take BIOL 4984 Senior Biology Seminar in the last semester of the degree completion.

1

Supporting Courses for the Major: 6 Hours

MATH 1113 Precalculus

[Right] or Calculus (if not in Area F)

CHEM 2411 Organic Chemistry I

CHEM 2411L Organic Chemistry I Laboratory

[Right] (if not in Area F)

CHEM 1211 Principles of Chemistry I

CHEM 1211L Principles of Chemistry I Lab

CHEM 1212 Principles of Chemistry II

CHEM 1212L Principles of Chemistry II Lab

[Right] (if not in Area F)

BIOL 1110 Biological Diversity

[Right] (if not in Area F)

Electives: 0-15 Hours

Total: 120 Hours

1 See Subtopic Biology Courses below.

Subtopic Biology Courses

Courses that meet the subdiscipline requirements are compiled in Table A.

Table A

Courses that meet the Requirement

Sub-Discipline

Organismal Requirement

BIOL 3221 Taxonomy of Flowering Plants and Ferns

BIOL 3223 Vascular Plants

BIOL 3226 Natural History of Vertebrates

BIOL 3231 Comparative Vertebrate Anatomy

BIOL 3232 Vertebrate Evolution

BIOL 4241 Entomology

BIOL 4242 Invertebrate Zoology

BIOL 4245 Ichthyology

BIOL 4441 Animal Behavior

Prokaryotic Requirement

BIOL 3310 Microbiology

Ecological/Evolutionary Requirement

BIOL 3135 Ecology
BIOL 3242 Evolution

Physiological Requirement

BIOL 3513 Human Physiology
BIOL 4539 Comparative Physiology

Cell and Molecular Requirement

BIOL 3134 Cell and Molecular Biology

Clinical Requirement

BIOL 3621 Genetics and Medical Genetics
BIOL 3526 Vertebrate Histology
BIOL 4315 Bacterial Genetics
BIOL 4325 Advanced Medical Microbiology
BIOL 4727 Essentials of Immunology
BIOL 4728 Bacterial Pathogenesis
BIOL 4730 Emerging Pathogens
BIOL 4731 Introduction to Toxicology
BIOL 4732 Biology of Aging
BIOL 4734 Neuroscience

Chemical Requirement

**BIOL 4503 Biological Perspectives:
Biochemistry**
CHEM 3422 Organic Chemistry II
CHEM 3422L Organic Chemistry II Laboratory
CHEM 3310K Analytical Chemistry
CHEM 4711 Biochemistry

Note:

* Lab not required for Secondary Education Track

Course Pre-requisite Information

Note 1:

Unless otherwise noted in the course description, the prerequisites for all upper division courses are equivalent to either of the following two combinations of courses including the minimum grade designations.

Combination A is:

BIOL 2107 Principles of Biology I for Biology Majors

BIOL 2107L Principles of Biology I Lab for Biology Majors

BIOL 2108 Principles of Biology II for Biology Majors

BIOL 2108L Principles of Biology II Lab for Biology Majors

CHEM 1211K Principles of Chemistry I and Lab

CHEM 1212K Principles of Chemistry II and Lab

[After] A minimum grade of C is required for every BIOL course of Combination A.

Combination B is:

BIOL 1107 Principles of Biology I

BIOL 1107L Principles of Biology I Laboratory

BIOL 1108 Principles of Biology II

BIOL 1108L Principles of Biology II Laboratory

CHEM 1211K Principles of Chemistry I and Lab

CHEM 1212K Principles of Chemistry II and Lab

[After] The minimum aggregate GPA for Combination B is 2.5.

Note 2:

Biology Majors should complete Combination A unless transferring the equivalent of BIOL 1107 or BIOL 1108 from another major or from another institution.

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact curriculog@westga.edu for further instruction.**

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click here for a [video demonstration on how to build your program curriculum](#).

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the  and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* The current proposal is addressing two revisions to the curriculum for the Biology, General Biology Track, B.S. & the Biology, Professional Preparation Track, B.S. (second proposal submitted at same time as this one). First, we are including BIOL 4984 Senior Biology Seminar as a required course for majors to both the list of courses in the curriculum and to the curriculum schema. This course has always been a requirement for majors to take during the last semester of the degree plan, but it has not been stated clearly in the catalog, which was brought up by the SACSCOC review of the last proposals submitted for our ABM pathways. The curriculum schema now clearly shows the requirement for the course in the Requirements for Majors section. Secondly, we are proposing to increase the number of possible Biology (3000/4000) electives from 0-20 credit hours to 0-29 credit hours. This change also requires a reduction to the Electives (3000/4000) item from 0-18 to 0-9 credit hours. The reasoning behind this change is to require more credit hours for a B.S. in Biology degree to actually be taken in the Biology Program. The 9 credit hours in the Electives area still allows for courses to be taken outside of the Biology major to count toward the degree, which allows students to still utilize these hours to meet pre-requisite requirements for professional and graduate degrees in the future.

The updated catalog description for recently approved ABM proposals through the Faculty Senate has been added to this current curriculum revision for consistency.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format. No changes are being made to Program Learning Outcomes.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kgwaltney@westga.edu.

- Check all that apply to this program***
- This change affects 25-49% of the program's curriculum content.
 - This change affects 25-49% of the program's length/credit hours.
 - This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - This change affects 50% or more of the program's curriculum content.
 - This change affects 50% or more of the program's length/credit hours.
 - This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - None of these apply

- 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

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting template](#) and attach to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map template](#) and attach to this proposal.

- Program Map*** I have attached the Program Map/Sheet.
 N/A - I am not making changes to the program curriculum.

- Assessment Plan*** I have attached the Assessment Plan.
 N/A

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

Biology, Professional Preparation Track, B.S.

2023-2024 Undergraduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

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If you have any questions, please email curriculog@westga.edu.

****CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM***

- Modifications (Check all that apply)***
- Program Name
 - Track/Concentration
 - Catalog Description
 - Degree Name
 - Program Learning Outcomes
 - Program Curriculum
 - Other

Desired Effective Semester *

Fall

Desired Effective Year *

2023

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

School/ Department*

Department of Natural Sciences

Is this a School of Nursing or School of Communication, Film and Media course? Yes No

Is this a College of Education Program?* Yes No

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

Is this an Accelerated Bachelors to Masters program related proposal?* Yes No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* Yes No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program* Program Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* Biology, Professional Preparation Track, B.S.

Program ID - DO NOT EDIT* 20

Program Code - DO NOT EDIT 20

Program Type*

Degree Type*

Program Description* Biology, General Biology Track, B.S.
The general track for the B.S. degree in Biology is the appropriate track for any student who plans to pursue a graduate degree in any area of biological sciences or for students who plan to seek employment in industry, government, or environmental laboratories.

Biology, Professional Preparation Track, B.S.
The professional preparation track prepares students for further advanced study in medical, dental, veterinary, physical therapy, or other allied health fields.

Accelerated Bachelor's to Master's Degree pathway in Biology (Non-thesis Track)
The Accelerated Bachelor's to Master's Degree Pathway in Biology (Non-thesis Track) at the University of West Georgia allows outstanding students who major in Biology to begin earning credit toward a graduate degree while completing their Bachelor's degree. The ABM in Biology (Non-Thesis Track) allows exceptional students to count up to six (6) hours in the M.S. Biology (Non-Thesis Track) toward both degrees.

The Accelerated Bachelor's to Master's Degree Pathway offers the opportunity to simultaneously satisfy partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Upon completion of the undergraduate B.S. in Biology, with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the Master's program in M.S. in Biology (Non-Thesis Track) and the graduate-level courses taken as an undergraduate will be applied toward the graduate degree.

Students applying for the ABM Pathway in Biology (Non-Thesis Track) must:
Have completed at least 90 hours toward a B.S. in Biology.
Have completed at least 30 hours of the 90 hours of coursework at the University of West Georgia.
Have a UWG GPA of 3.2 or higher and must maintain that GPA while they are undergraduates.
Have taken BIOL 2108+BIOL 2108L.
Meet all admission requirements for the M.S. in Biology (Non-Thesis Track) with the exception of the complete B.S. in Biology.
Students applying for the accelerated program will not be required to take standardized admissions tests.

The list below shows the graduate courses for which students can receive credit towards both the graduate and undergraduate degrees, along with the undergraduate courses which they would replace. Students in the pathway may receive credit for two such courses in the M.S. Biology (Non-Thesis Track) which requires 30 hours of coursework. Undergraduate students admitted to the ABM pathway should take at least one (1) 4000-level course before taking any of the 6000-level courses listed below.

Graduate Course followed by Undergraduate Course which is being replaced:
1) BIOL 6503 Biological Perspectives: Biochemistry for BIOL 4503 Biological Perspectives: Biochemistry
2) BIOL 6983 Graduate Research for BIOL 4983 Senior Biology Research

Program Location*

Carrollton

Curriculum Information

Requirement

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

Core Curriculum

Specific core curriculum requirements for the B.S. in Biology are:

MATH 1113 Precalculus
[Right] required under Area A

[After] Two lab sciences required under Area D, which may not overlap in course number or content with courses taken elsewhere in the degree program.

Note:

Due to the stringent requirements for admission to professional schools, students are urged to consult advisors in choosing elective courses in the core curriculum and major.

Core Area F: 18 Hours

MATH 1113 Precalculus
BIOL 2107 Principles of Biology I for Biology Majors
BIOL 2107L Principles of Biology I Lab for Biology Majors
BIOL 2108 Principles of Biology II for Biology Majors
BIOL 2108L Principles of Biology II Lab for Biology Majors
[After] 1000/2000 Level Academic Electives 10

Requirements for Major: (21 hours BIOL 3000/4000): 39 Hours

Lower division requirements for Major:

CHEM 2411 Organic Chemistry I
CHEM 2411L Organic Chemistry I Laboratory

Upper division requirements for Major: 39 Hours

Organismal Requirement 3 - 4

Prokaryotic Requirement 3 - 4

Ecological/Evolutionary Requirement 3 - 4 1

Physiological Requirement 3 - 4 1

Cell and Molecular Requirement 3 - 4

Clinical Requirement 3-4

Chemistry Requirement 3 - 4

Biology Electives (3000/4000) 0 - 29

Electives (3000/4000) 0 - 9

BIOL 4984 Senior Biology Seminar

[After] All Biology majors are required to take BIOL 4984 Senior Biology Seminar in the last semester of the degree completion.

1

Supporting Courses for the Major: 6 Hours

MATH 1113 Precalculus
[Right] (if not in Area F)

CHEM 1211 Principles of Chemistry I
CHEM 1211L Principles of Chemistry I Lab

CHEM 1212 Principles of Chemistry II
CHEM 1212L Principles of Chemistry II Lab

[Right] (if not in Area F)

CHEM 2411 Organic Chemistry I
CHEM 2411L Organic Chemistry I Laboratory

[Right] (if not in Area F)

BIOL 1110 Biological Diversity

[Right] (if not in Area F)

Electives: 0-15 Hours

Total: 120 Hours

Subtopic Biology Courses

Courses that meet the subdiscipline requirements are compiled in Table A.

Table A

Courses that meet the Requirement

Sub-Discipline

Organismal Requirement

**BIOL 3221 Taxonomy of Flowering Plants and
Ferns**

BIOL 3223 Vascular Plants
BIOL 3226 Natural History of Vertebrates
BIOL 3231 Comparative Vertebrate Anatomy
BIOL 3232 Vertebrate Evolution
BIOL 4241 Entomology
BIOL 4242 Invertebrate Zoology
BIOL 4245 Ichthyology
BIOL 4441 Animal Behavior

Prokaryotic Requirement

BIOL 3310 Microbiology

Ecological/Evolutionary Requirement

BIOL 3135 Ecology
BIOL 3242 Evolution

Physiological Requirement

BIOL 3513 Human Physiology
BIOL 4539 Comparative Physiology

Cell and Molecular Requirement

BIOL 3134 Cell and Molecular Biology

Clinical Requirement

BIOL 3621 Genetics and Medical Genetics
BIOL 3526 Vertebrate Histology
BIOL 4315 Bacterial Genetics
BIOL 4325 Advanced Medical Microbiology
BIOL 4727 Essentials of Immunology
BIOL 4728 Bacterial Pathogenesis
BIOL 4730 Emerging Pathogens
BIOL 4731 Introduction to Toxicology
BIOL 4732 Biology of Aging

Chemical Requirement

**BIOL 4503 Biological Perspectives:
Biochemistry**

CHEM 3422 Organic Chemistry II

CHEM 3422L Organic Chemistry II Laboratory

CHEM 3310K Analytical Chemistry

CHEM 4711 Biochemistry

Note:

* Lab not required for Secondary Education Track

Course Pre-requisite Information

Note 1:

Unless otherwise noted in the course description, the prerequisites for all upper division courses are equivalent to either of the following two combinations of courses including the minimum grade designations.

Combination A is:

**BIOL 2107 Principles of Biology I for Biology
Majors**

**BIOL 2107L Principles of Biology I Lab for
Biology Majors**

**BIOL 2108 Principles of Biology II for Biology
Majors**

**BIOL 2108L Principles of Biology II Lab for
Biology Majors**

CHEM 1211K Principles of Chemistry I and Lab

CHEM 1212K Principles of Chemistry II and Lab

**[After] A minimum grade of C is required for every
BIOL course of Combination A.**

Combination B is:

BIOL 1107 Principles of Biology I

BIOL 1107L Principles of Biology I Laboratory

BIOL 1108 Principles of Biology II

BIOL 1108L Principles of Biology II Laboratory

CHEM 1211K Principles of Chemistry I and Lab

CHEM 1212K Principles of Chemistry II and Lab

[After] The minimum aggregate GPA for Combination B is 2.5.

Note 2:

Biology Majors should complete Combination A unless transferring the equivalent of BIOL 1107 or BIOL 1108 from another major or from another institution.

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact curriculog@westga.edu for further instruction.**

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click here for a [video demonstration on how to build your program curriculum](#).

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the  and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* The current proposal is addressing two revisions to the curriculum for the Biology, General Biology Track, B.S. (second proposal submitted at the same time as this one) & the Biology, Professional Preparation Track, B.S. First, we are including BIOL 4984 Senior Biology Seminar as a required course for majors to both the list of courses in the curriculum and to the curriculum schema. This course has always been a requirement for majors to take during the last semester of the degree plan, but it has not been stated clearly in the catalog, which was brought up by the SACSCOC review of the last proposals submitted for our ABM pathways. The curriculum schema now clearly shows the requirement for the course in the Requirements for Majors section (in section: upper division requirements for major). Secondly, we are proposing to increase the number of possible Biology (3000/4000) electives from 0-20 credit hours to 0-29 credit hours. This change also requires a reduction to the Electives (3000/4000) item from 0-18 to 0-9 credit hours. The reasoning behind this change is to require more credit hours for a B.S. in Biology degree to actually be taken in the Biology Program. The 9 credit hours in the Electives area still allows for courses to be taken outside of the Biology major to count toward the degree, which allows students to still utilize these hours to meet pre-requisite requirements for professional and graduate degrees in the future. The Requirements for Majors description from the General Biology Track was copied and added to this proposal for the Professional Preparation Track (in section: upper division requirements for major) with an addition of the Clinical Requirement for Professional Preparation Track students. This keeps the catalog descriptions and curriculum schema consistent between the two tracks in the B.S. in Biology program.

The updated catalog description for recently approved ABM proposals through the Faculty Senate has been added to this current curriculum revision for consistency.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format. No Changes are being made to Program Learning Outcomes.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kgwaltney@westga.edu.

- Check all that apply to this program***
- This change affects 25-49% of the program's curriculum content.
 - This change affects 25-49% of the program's length/credit hours.
 - This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - This change affects 50% or more of the program's curriculum content.
 - This change affects 50% or more of the program's length/credit hours.
 - This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - None of these apply

- 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

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting template](#) and attach to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map template](#) and attach to this proposal.

- Program Map*** I have attached the Program Map/Sheet.
 N/A - I am not making changes to the program curriculum.

- Assessment Plan*** I have attached the Assessment Plan.
 N/A

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

COMM - 1121 - Experiential Learning Lab

2023-2024 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department*

Is this a School of Nursing or School of Communication, Film and Media course?* Yes No

Is this a College of Education course?* Yes No

Is this an Honors Yes

College course?* No

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

Course Information

Course Prefix*

Course Number* 1121

Course Title* Experiential Learning Lab

Long Course Title

Course Type*

Catalog Course Description* Comm 1121 is a variable-credit, pass/fail, and repeatable class designed to give students hands-on, supervised, media experience within the School of Communication, Film, and Media’s Experiential Learning Labs.

By participating in multiple learning activities, students will become habituated with the co-curricular, experiential learning opportunities within the School of Communication, Film, and Media that can grow to provide students with further, in-discipline student-employment, and that will help them grow into even better-prepared professionals.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* Yes No

Lec Hrs* 0

Lab Hrs* 1-12

Credit Hrs* 1-6

Can a student take this course multiple times, each attempt counting separately toward graduation?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 6

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

Frequency - How many semesters per year will this course be offered?

Grading*

Justification and Assessment

Rationale* The School of Communication, Film, and Media has multiple Experiential Learning Labs where students can participate as trainees, volunteers, and paid staff. This class is designed to allow students to opt for credit-bearing exposure to these opportunities as early learners with the aim of making these opportunities more equitably available to all our early learners.

Habituating students within at least 2 experiential learning opportunities within the School will provide them with more disciplinary breadth, foster a sense of belonging, aid in retention, enhance their professional development, and provide them with pathways to in-discipline, paid experiences on-campus.

Student Learning Outcomes - Please provide these in a numbered list format.*

- Through completion of the course, students shall:
1. Engage directly with concepts and core skills to attain discipline-specific experience.
 2. Gain an understanding of the industry landscape necessary to formulate career goals.
 3. Produce content appropriate to the discipline.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number**, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

Will this course have special fees or tuition required?* Yes
 No

If yes, what will the fee be?* N/A

Fee Justification

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

COMM - 4221 - Health Communication Campaigns

2023-2024 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

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The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Fall

Desired Effective Year*

2023

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/
Department*

School of Communication, Film and Media

Is this a School of Nursing or School of Communication, Film and Media course?*

Yes

No

Is this a College of Education course?*

Yes

No

Is this an Honors Yes

College course?* No

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

Course Information

Course Prefix*

Course Number* 4221

Course Title* Health Communication Campaigns

Long Course Title

Course Type*

Catalog Course Description* This course will introduce students to the basic theories and principles of health messaging design and delivery with the goal of improving health outcomes by changing people's beliefs and behaviors. The course will prepare students to use health communication theories to understand affected communities, develop and deliver targeted persuasive health messages, and evaluate messaging effectiveness.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* N/A

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum Terminology/Icon Guide](#).

Prerequisites COMM 1110 Minimum Grade: C or COMM 1100 Minimum Grade: C and ENGL 1102 Minimum Grade: C

Concurrent Prerequisites

Prerequisites

Corequisites

Cross-listing

Restrictions

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*
 Carrollton or Newnan Campus: Face-to-Face
 Entirely Online
 Hybrid
 Fully Online

Frequency - How many semesters per year will this course be offered?

Grading*

Justification and Assessment

Rationale* A current course, COMM 4220 Health Communication, has been taught several times. We are now splitting that course into two separate courses to support the new Health Communication Certificate and mirror the coursework widely accepted as foundational in the broader sub-discipline of Health Communication. COMM 4220 is being revised to focus on interpersonal aspects of health communication in patient-provider interactions and healthcare organizations, and this new course will focus exclusively on media and campaigns. Therefore, this course proposal is to establish COMM 4221 as its own separate course.

Student Learning Outcomes - Please provide these in a numbered list format.*

1. Students will be able to analyze culturally diverse stakeholder needs to create appropriate health messaging.
2. Students will be able to generate materials for a theory-based health campaign that addresses a specific health issue for a targeted population.
3. Students will be able to make theory-based recommendations to improve the effectiveness of a health communication campaign.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number**, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 25

Will this course have special fees or tuition required?* Yes
 No

If yes, what will the fee be?* N/A

Fee Justification

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

Health Communication Certificate

2023-2024 Undergraduate New Program Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Desired Effective Year*

- Program Type*
- Degree Program
 - Embedded Certificate
 - Stand-Alone Certificate
 - Endorsement
 - Minor

If embedded, please list the parent program.

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*

School of Communication, Film and Media

Is this a School of Nursing or School of Communication, Film and Media course?*

Yes No

Is this a College of Education Program?*

Yes No

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

Yes
 No

Is this an Accelerated Bachelors to Masters program related proposal?*

Yes
 No

Program Information

Program Type*

Certificate

Program Name* Health Communication Certificate

Degree Type*

Certificate

Program Description* This 12-hour certificate seeks to provide students the opportunity to focus on communication in the healthcare context. Students will learn how various factors (demographics, personality, communication styles, personal history, cultural background) impact patient-provider interactions. They will also study public health messaging, paying particular attention to health communication campaigns and discussions of health-related issues in the public sphere.

Program Location*

Carrollton

Status* Active-Visible Inactive-Hidden

How will the proposed program be delivered?*

Face-to-Face
 Online Only
 Hybrid

Curriculum Information

Select *Program* below, unless creating an *Shared Core*.

A *Shared Core* is a group of courses shared by multiple entities. For example, Music has a variety of tracks but all tracks share the same core.

Type of Program* Program
 Shared Core

PROGRAM CURRICULUM

This section allows departments to create the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the new program curriculum.

Step 1

In order to build or edit a program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculum Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 2

Next, to add cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) click on  "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the  and proceed.

Required Courses (9 credit hours)

Students are required to take both COMM 4220 and COMM 4221. They can then choose to take either COMM 3340 Advanced Interpersonal Communication OR COMM 3360 Intercultural Communication.

COMM 4220 Health Communication
COMM 4221 Health Communication Campaigns
[After] and
COMM 3340 Advanced Interpersonal Communication
[After] or
COMM 3360 Intercultural Communication

Elective (3 credit hours)

Students are required to take one health-related, outside elective from the list provided. This will allow students to tailor their certificate program to their specific interests and career goals. Moreover, requiring an outside elective also embraces the notion that health communication is interdisciplinary in nature.

ANTH 3180 Environment and Health: Anthropological Perspectives
ANTH 4121 Drugs, Culture & Society
ANTH 4130 Medical Anthropology
ANTH 4190 Modern Shamanism
POLS 4208 Health Policy
PSYC 3580 Holistic Health Psychology
PSYC 3800 Psychology of Mind and Body
SOCI 3804 Death, Grief and Caring
SOCI 4439 Sociology of Global Health
SOCI 4440 Medical Sociology
SOCI 4441 Sociology of Mental Health

Justification and Assessment

Rationale* Everyone will be involved in conversations about their health at some point in their lives. Moreover, living through a Pandemic has taught us the importance of public messages about health. Whether a patient or a practitioner, learning how to more effectively communicate about health issues is a beneficial lifeskill.

The courses in this certificate teach students how to become engaged patients who proactively communicate about their health. These courses also teach future healthcare providers core communication skills to help them have more successful interactions with their patients by understanding the interpersonal, cultural, and institutional factors impacting the communication encounter. Additionally, the coursework can help prepare students with a desire to work in public health fields by teaching them how to plan, implement, and evaluate ethical, culturally sensitive health messages with the goal of positively impacting community health.

The Certificate is intentionally interdisciplinary so that students can tailor their outside elective choice to match their interests and career aspirations.

Program Learning Outcomes - Please provide PLOs in a numbered list format.*

1. Students will be able to identify factors that impact the patient-provider relationship.
2. Students will be able to make theory-based recommendations to improve health communication campaigns.
3. Students will be able to discuss the impacts of health disparities on health outcomes.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kgwaltney@westga.edu.

- 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

REQUIRED ATTACHMENTS

ATTACH the the following required documents by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from [here](#), and upload.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting](#) template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map](#) template and attach to this proposal.

USGBOR One Step Proposal* I have attached the USGBOR One Step Proposal.
 N/A (minor, embedded certificate)

Program Map* I have attached the Program Map.

Assessment Plan* I have attached the Assessment Plan.
 Assessment Plan is not required (embedded certificate, minor is a part of an existing major)

Curriculum and Assessment Map* I have attached the Curriculum and Assessment Map.

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

XIDS - 2300 - Connecting with youth from “high-risk” settings

Area E4: XIDS New Course Topic

Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Fall

Desired Effective Year*

2023

Contact Information

Primary Contact Name* Thomas Peterson

Email* tpeters@westga.edu

College*

College of Education

Department of Educational Technology and Foundations

Course Information

Course Prefix*

XIDS

Course Number* 2300

Proposed Course Title* Connecting with youth from “high-risk” settings

- The Social Sciences template requires the synthesis of at least two disciplines with the social sciences. Check the disciplines that your course includes:***
- Anthropology
 - Economics
 - Geography
 - History
 - Political Science
 - Psychology
 - Sociology
 - Other

Your proposal will need to address the following issues:

- Describe, holistically, the theme of the course.*** This course employs both theory and praxis as a foundation for building relationships with youth that come from “high-risk” settings. Too often difficult and challenging students and educators find themselves in a struggle for survival in classrooms and are unable to resolve their differences. This course will investigate our reliance on a behavioral model of offering rewards or imposing punishments to change a student’s behavior. Motivated by a desire to provide educators with a much-needed alternative to the emotionally draining conventional classroom culture where teachers spend a lot of energy and time trying to manage students’ behavior, this course will move beyond this deforming practice of focusing on changing students’ behavior and lay claim to a moral and spiritual foundation as a way to respond to this crisis in our classrooms; one that brings both groups together in a setting that promotes classrooms that build a culture of dialogue, openness, trust, and caring. The challenge is to take a simple transformative practice of learning how to build meaningful relationships, then put it in to practice with youth who come from high-risk settings.
- Describe the contribution of each of the disciplines.*** The foundation for this course is psychology, philosophy, and sociology. This course teaches our students to become a conduit to motivating and transforming “difficult/ challenging” students—that promotes dialogue and contentedness—one that deepens learning and gives both teachers and learners renewed purpose and fulfillment. We see too many educators who have given up on “difficult” students, longing for a sense of the possibility that education can offer something that is an antidote to the cynicism, self-indulgence, competition, and despair that are so much a part of today’s educational culture.
- There is a need for a re-visioning how to reconnect educators, students, and knowledge to each other and to ignite that mysterious spirit within each of us, which is the source of inspiration, motivation, meaning, forming intimate relationships, and knowing. This course engages students to better understand the foundation to building a dialogical classroom, a journey that gets to the heart of teaching and learning.
- How does the text bring these perspectives together so that a true interdisciplinary focus is achieved?*** There will be one book to read which is Daring Greatly and other readings from various authors. We will be examining this subject from various perspectives, including authors like Rodney Walker’s book “Wounds we do not see”, two books by Brene Brown “The Gifts of Imperfection” and “Daring Greatly; How the Courage to be Vulnerable Transforms the way we Live, Love, Parent and Lead”, Van Der Kolk’s book “The Body Keeps the Score”, Martin Buber’s book “I and Thou”, and some of Parker Palmer’s books to mention a few. The content of these readings along with working with youth (11-18) who are already in trouble with the law will give our students a whole new perspective of working with challenging youth. Learning how to build intimate relationships is foundational to psychology and sociology.

Discuss how students are required to integrate various disciplines' concepts and perspectives. How will assignments and text motivate students to learn?*

In this course, students will bring all their lived experiences from other disciplines to this course. Disciplines that would definitely relate and fit nicely into this course would be, education, counseling, psychology, sociology, criminology, special education, speech and language. This is not a how-to course by following a formula or script, but students will learn by discovering how to connect with youth have been in trouble with the law. Working with about 10 challenging youth motivates students with this real-life, hand's-on experience. We will start at the center, the heart of the matter, and re-present a (new perspective/ paradigm) of relationships in such a way that their self-imposed limitations on the subject are expanded. The hands-on component of this course will energize, inspire, and transform students. They will not be the same person when they live the course.

What, specifically, are the attainable and measurable learning outcomes for each student?

- Students will be able to identify and describe strategies and techniques to connect with youths who come from high-risk settings.
- Students will be able to recognize and summarize healing taking place in the youth who have experienced many traumas according to the Ace Test that will be administered.

Describe any other requirements or conditions for the course.*

The challenge to my students is to take a simple transformative practice of learning how to build meaningful relationships, then put it into practice with youth who come from high-risk settings. My students must learn the value of being vulnerable and open too listening to these youths.

Describe potential grading criteria (exams, papers, performances, works of art, etc.) Please list in numbered bullets.*

Attendance	
	Reflective Papers
	COSMOS Assignment
	Final Closing Activity

Potential Primary Reference(s) (text, current literature, etc.) Please list in a numbered bullets.*

Wounds We do not See	
	The Gifts of Impeerfection
	Daring Greatly
	The Body Keeps the Score
	I and Thou

Outline of Syllabus unless clearly provided in the attached syllabus. Please list in a numbered bullets, if applicable.

Introduction and Ethos	
	The Body Keeps the Score
	Wounds we Cannot See
	Chapter 1 - Dearing Greatly
	Chapter 2 - Dearing Greatly
	Chapter 3 - Dearing Greatly
	I and Thou
	Chapter 4 - Dearing Greatly
	Chapter 5 - Dearing Greatly
	Chapter 2 - Wounds We Cannot See
	Chapter 3 - Wounds We Cannot See
	Chapter 4 - Wounds We Cannot See
	Banquet Ceremony
	Chapter 6 - Daring Greatly
	Final Closing Activity

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number**, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the REQUIRED syllabus.

Addendum II

DATE: March 14, 2023

TO: Faculty Senate Undergraduate Programs Committee (UPC)

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

Dear Colleagues on the UPC:

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

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

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

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

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

ANTH 4176	Narrative and Storytelling in Ethnography	Elizabeth Falconi	All sections	3	3
ANTH 4201	Artifact Analysis	Nathan Lawres	All sections	3	3
ART 4290	Modernist Criticism	Nathan Rees	All sections	2	2
ASTR 3133W	Observational Astronomy	Nicholas Sterling	All sections	3	3
ECON 4476	Business Analytics Capstone	Michael Sinkey	All sections	4	3
ECON 4484	Seminar in Economics	Hilde Patron	All sections	2	2
MKTG 3808	Business Research	Beheruz Sethna	Fa 23: CRN 80462, 80463	2	3
PHIL 4130	Feminist Philosophy	Rosemary Kellison	Fa 23: CRN 83144	3	2
PHYS 4984W / ASTR 4984W (cross-listed)	Physics Seminar / Introduction to Astrophysical Literature	Nicholas Sterling	All sections	3	2
SOCI 3293	Sociology of Family	Emily McKendry-Smith	Fa 23: CRN 80223 Sp 24: CRN 12486	2	1
SPAN 3030	Introduction to Hispanic Literature	Jeffrey Zamostny	All sections	2	1
SPAN 3102	Spanish Composition	Yvonne Fuentes	All sections	3	1
XIDS 2002-H	What Do You Know about the Honors College?	Jeffrey Zamostny	Fa 23: CRN 80164, 80165, 81491, 81499	2	2

Addendum III

DATE: March 31, 2023

TO: Faculty Senate Undergraduate Programs Committee (UPC)

FROM: Dr. David Newton, Professor, on behalf of the HIPs Campus Committee (Chair) and the QEP Campus Committee

Dear Colleagues on the UPC:

The following 60 courses were submitted by faculty members to receive the Work-Based Learning High Impact Practice attribute in Banner. Courses were reviewed in accordance with the [Work-Based Learning Criteria](#) that was approved by the Faculty Senate in Spring 2022.

The following table indicates the recommended designations for each course. Following the [Work-Based Learning Criteria](#) (especially Appendix A and Appendix B), each course receives three designations:

I. USG Primary Code (ZURP): This is the USG-mandated code that means “Work-Based Learning course section meets institution’s criteria as a High Impact Practice for Work-Based Learning” (Appendix B).

II. USG Contact Hours Codes (ZUR1-4): This is the USG-mandated code that corresponds to the number of contact hours the student is engaged in work-based learning. This is based on information self-reported by faculty. These codes are as follows:

Code	Description
ZWL1	Work-based component requires 30 or less contact hours
ZWL2	Work-based component requires 31-50 contact hours
ZWL3	Work-based component requires 51-100 contact hours
ZWL4	Work-based component requires 101 or more contact hours

III. UWG Level Code: These are the three institutional codes specific to UWG that indicate the engagement level as determined by the UWG guidelines in Appendix A of the [Work-Based Learning Criteria](#).

WBL1	Work-Based Learning experience focuses primarily on work or field observation and reflection on professional and career opportunities instead of active contribution to work, for example, job shadowing.
WBL2	Work-Based Learning experience focuses primarily on completing work-assigned tasks under the guidance of a work-based supervisor with extended opportunities for critical reflection on skills formation and professional preparation.
WBL3	Work-Based Learning experience focuses primarily on independent assignments and projects that the student leads with the support of a work-based supervisor with extensive opportunities for critical reflection on skills formation and professional preparation.

Per the approved criteria, the following recommendations are submitted to the Faculty Senate Undergraduate Programs Committee for review and approval. One approved by the faculty senate, these courses will be sent to the Registrar for coding.

[Work-Based Learning Course Syllabi](#)

Course Prefix and Number	Course Title	Submitting Faculty Member	All or some sections? (CRNs indicated where necessary)	USG Primary Code	USG Contact Hour Code	USG Institutional Code
CHEM 4086	Internship in Chemistry	Megumi Fujita	All future sections	ZURP	ZWL3	WBL2
CHEM 2086	Chemistry Leadership Practicum	Megumi Fujita	All future sections	ZURP	ZWL2	WBL2
ANTH 3188	Ethnographic Field Methods	Marjorie Snipes	All future sections	ZURP	ZWL2	WBL1
ANTH 4184	Anthropology Capstone	Isabel Maggiano	All future sections	ZURP	ZWL1	WBL3

PSYC 4887	Practicum: Experiences in Human Services	Lisa Osbeck	All future sections	ZURP	ZWL1	WBL2
ECED 3282	Practicum I	Laura Smith	All future sections	ZURP	ZWL4	WBL2
ECSE 4784	Practicum II	Laura Smith	All future sections	ZURP	ZWL4	WBL2
ECED4283	Practicum II	Laura Smith	All future sections	ZURP	ZWL4	WBL2
ECED 4284	Practicum III	Laura Smith	All future sections	ZURP	ZWL4	WBL2
ECED 4286	Teaching Internship	Laura Smith	All future sections	ZURP	ZWL4	WBL2
ECSE 4785	Practicum III	Laura Smith	All future sections	ZURP	ZWL4	WBL2
ECSE 4786	Teaching Internship	Laura Smith	All future sections	ZURP	ZWL4	WBL2
SPMG 4686	Internship	Laura Smith	All future sections	ZURP	ZWL4	WBL2
SEED 4286	Teaching Internship	Laura Smith	All future sections	ZURP	ZWL4	WBL2
SLPA 3790	Introduction to Clinical Practicum Observation	Laura Smith	All future sections	ZURP	ZWL4	WBL2
SPED 3750	Diverse Experiences Practicum	Laura Smith	All future sections	ZURP	ZWL4	WBL2
SPED 3751	Practicum I	Laura Smith	All future sections	ZURP	ZWL4	WBL2
SPED 3752	Practicum II	Laura Smith	All future sections	ZURP	ZWL4	WBL2
SPMG 3670	Practicum	Laura Smith	All future sections	ZURP	ZWL4	WBL2
SPMG 4584	Pre-Intern Seminar in Sport Management	Laura Smith	All future sections	ZURP	ZWL4	WBL2
PHED 4686	Teaching Internship	Laura Smith	All future sections	ZURP	ZWL4	WBL2
ECED 4251L	Assess and Correction Clinical Lab	Laura Smith	All future sections	ZURP	ZWL4	WBL2

READ 4251	Assess & Correction: Reading Education	Laura Smith	All future sections	ZURP	ZWL4	WBL2
SEED 4238L	Instruction Strategies for Secondary English Education	Laura Smith	All future sections	ZURP	ZWL4	WBL2
SPMG 4686	Internship	Laura Smith	All future sections	ZURP	ZWL4	WBL2
FORL 4501	Foundations of Language Development	Lisa Connell	All future sections	ZURP	ZWL1	WBL2
FORL 4502	Methods of Teaching Foreign Language	Lisa Connell	All future sections	ZURP	ZWL1	WBL2
FORL 4586	Teaching Internship	Lisa Connell	All future sections	ZURP	ZWL4	WBL2
COMP 4986	Computing Internship	Anja Remshagen	All future sections	ZURP	ZWL4	WBL2
SEED 4238L	Instructional Strategies for Secondary English Education Lab	Laura Smith	All future sections	ZURP	ZWL4	WBL2
ECSE 4786	Teaching Internship	Laura Smith	All future sections	ZURP	ZWL4	WBL2
NURS 3301	Clinical Practice I	Jenny Schuessler	All future sections	ZURP	ZWL4	WBL2
NURS 3302	Clinical Practice II	Jenny Schuessler	All future sections	ZURP	ZWL4	WBL2
NURS 4301	Clinical Practice III	Jenny Schuessler	All future sections	ZURP	ZWL4	WBL2
NURS 4302	Clinical Practice IV	Jenny Schuessler	All future sections	ZURP	ZWL4	WBL2
SEED 4243L	Instructional Strategies for Secondary Social Studies Education Lab	Laura Smith	All future sections	ZURP	ZWL4	WBL2
NURS 4300	Clinical Specialty Practice	Jenny Schuessler	All future sections	ZURP	ZWL3	WBL2
NURS 4486	Study Abroad	Jenny Schuessler	All future sections	ZURP	ZWL3	WBL2

SPMG 2600	Introduction Sport Management	Laura Smith	All future sections	ZURP	ZWL4	WBL2
NURS 4508	Leadership & Management Practicum	Jenny Schuessler	All future sections	ZURP	ZWL3	WBL2
ANTH 4102	Archaeological Field Research	Nathan Lawres	All future sections	ZURP	ZWL1	WBL1
ANTH 4103	Field Methods in Cultural Resources Management	Nathan Lawres	All future sections	ZURP	ZWL1	WBL1
THEA 4486	Internship	Shelly Elman	All future sections	ZURP	ZWL4	WBL2
CISM 4386	Business Internship (Management Information Systems)	Tom Gainey	All future sections	ZURP	ZWL1	WBL2
MGNT 4680	Human Resources Practicum	Tom Gainey	All future sections	ZURP	ZWL1	WBL2
MGNT 4686	Business Internship: Management	Tom Gainey	All future sections	ZURP	ZWL1	WBL2
ACCT 4286	Business Internship: Accounting	Alison Hollingsworth & Michael Yu	All future sections	ZURP	ZWL1	WBL2
BIOL 4986	Biological Internship	Melissa Johnson	All future sections	ZURP	ZWL4	WBL2
FINC 4586	Business Internship (Finance)	Heather Bono	All future sections	ZURP	ZWL4	WBL2
MKTG 4886	Marketing Internship	Salil Talpade	All future sections	ZURP	ZWL2	WBL2
GRMN 4170	Advanced Language Skills	Lisa Connell	All future sections	ZURP	ZWL1	WBL2
FREN 4100	French Film Internship	Lisa Connell	All future sections	ZURP	ZWL1	WBL2
SPAN 4250	Spanish Translation	Lisa Connell	All future sections	ZURP	ZWL1	WBL2
GEOG 4086	Internship	Hannes Gerhardt	All future sections	ZURP	ZWL1	WBL2

COMM 4421N	Practicum: The West Georgian	Brad Yates	All future sections	ZURP	ZWL1	WBL3
COMM 4421R	Practicum: The WOLF Internet Radio	Brad Yates	All future sections	ZURP	ZWL1	WBL3
COMM 4421T	Practicum: WUTV	Brad Yates	All future sections	ZURP	ZWL1	WBL3
COMM 4421P	Practicum: Bluestone Public Relations Firm	Brad Yates	All future sections	ZURP	ZWL1	WBL3
COMM 4486	Internship	Brad Yates	All future sections	ZURP	ZWL4	WBL2
MUSC 4187	Teaching Internship	Cale Self	All future sections	ZURP	ZWL4	WBL2

Addendum IV

CORNERSTONE (XIDS 2002) TOPICS for Fall 2023				
Email Address	Instructor Last Name:	Instructor First Name:	Course Title	Course Description
tlarring@westga.edu	Arrington	Logan	WDYKA: Failure or Failing towards Success	This class combines perspectives from history, psychology, and education to present an interdisciplinary approach to addressing the concept of failure. Within each of the lenses described above, the students will explore the various elements through research and writing. Students also keep a failure journal where they respond to various prompts. This allows them to practice reflection and their writing skills. For the less personal items, students will present to the class in teams to develop professional communication skills. Within the course, we consistently return to important concepts related to failure (i.e., growth mindset, productive failure, etc.) as we discuss methods for responding to struggles in our personal, professional, and academic lives.
kbarrett@westga.edu	Barrett	Kathleen	How I Can Make the World A Better Place	Many students are anxious to make a change to the current situations but frequently feel powerless to do so. However, there are some advocacy methods that students, individually or as a group, can use effectively. This course will help students identify ways that they can advocate to promote social justice and human rights by raising their awareness of the issues and underlying causes and teaching them advocacy methods. As part of the class, students will be asked to design and execute an advocacy effort.
bbarron@westga.edu	Barron	Brittney	Navigating Relationships in College	Often, families are complex and dynamic not only in terms of personalities and beliefs but also in terms of who makes up the family unit. Everyone has a different idea of what family is. Families can be made up of a mother and father figure, same-sex couples, single parents, grandparents (or other family members) who step in to help raise children, chosen families, and even couples without children. Apart from families being formed naturally, alternative methods such as egg or sperm donation, adoption, fostering, and IVF (In vitro fertilization) may be used to create families. No matter what your family structure is or what group you belong to, you are loved. A family is defined by love, regardless of how it forms.
sbdutt@westga.edu	Basu-Dutt	Sharmista	How I Can Make the World A Better Place	This course introduces you to the concept of leadership. We will study leadership from the ways in which you, as a leader, can develop a team from the group assigned to you. There will be an experiential component in this course. Each XIDS student is required to practice and observe leadership. Each student will maintain a journal devoted to thoughts and experiences of the semester as they relate to leadership and has the option of writing a final paper tying together these experiences and the theories presented in class and the text. The other option is a project.
achwialk@westga.edu	Chwialkowska	Agnieszka	BUSINESS: Cross-cultural Communication	This course focuses on various topics about cross-cultural communication and diversity and implications for a variety of disciplines. This is an activity-based course that helps students understand where their behaviors come from, to encourage them to reflect on their lives and the sources of their deeply held assumptions. This course explores how the way we communicate, perceive the world, behave, and what we believe in is shaped by culture. In-class activities simulate cross-cultural experiences, and short readings and mini cases discussed in class encourage academic exploration of cross-cultural issues such as communication, managing diversity, international negotiations, and conflict resolution. In-class activities encourage students to see the differences among us as a source of synergy rather than a hindrance and introduce the concept of cultural values in a fun and engaging way to help students discover how culture affects our decisions.
aellison@westga.edu	Ellison	Amy	(Honors Course) Horror	This course explores horror and its sub-genres in art, film, and literature. As audience members and critical thinkers, we will examine the metaphorical commentaries horror makes on society—and why we flock to it. During our exploration of distinct concepts of the monstrous and grotesque, specific units will focus on psychological, supernatural, Lovecraftian, analog, and body horror. Course expectations include participation in discussion and activities, critical reading and journaling, and the completion of a final creative project and presentation.
kgreen@westga.edu	Green	Kim	BUSINESS: Georgia's Industries	This seminar will explore the unique industries of Georgia. We will examine how clusters of businesses create an ecosystem. Through both activities and discussions, students will have opportunities to explore concepts such as scale, location, and supporting infrastructure for business ecosystems. The state of Georgia is home to a variety of vibrant industries comprised of small and large companies. Just to name a few, we have agriculture (poultry, pecans/peanuts, Vidalia onions), carpets (clustered around Dalton), food and beverage (Coca-Cola, Waffle House), transportation/shipping (world's busiest airport, UPS), automobiles (Kia, Porsche, Mercedes), bioscience and healthcare (CDC), entertainment (movies, music), tourism/convention, and more. In a class project, students will individually collect data about businesses in various industries and we will compile those findings into a class dataset to analyze together as a class. Students will gain practice with spreadsheets and with basic statistics and analytical methods for research.

CORNERSTONE (XIDS 2002) TOPICS for Fall 2023				
Email Address	Instructor Last Name:	Instructor First Name:	Course Title	Course Description
kgreen@westga.edu	Green	Katherine	Won't you be my neighbor: A course on kindness, encouragement, and self-worth	This course will take a dive into the life and lessons of Mr. Fred Rogers, an iconic TV personality who taught kindness, love, and self-worth through his show: Mr. Rogers' Neighborhood. The students will explore the teachings of Rogers through videos, articles, discussion, and collaborative activities. Students will analyze the weekly concepts, articles, videos, and current events related to the teachings. Students will complete a collaborative service-learning project. Past examples included anti-bullying campaigns, compliment boxes in dorms, etc. The course schedule will be broken down by weekly concepts. The students will explore the history of Mr. Rogers' Neighborhood through interactive lectures, videos, and articles. The documentary "Won't You Be My Neighbor" will be shared. Each week a different lesson will be highlighted such as inclusiveness, self-discipline, encouragement, the importance of helping others, love, and self-worth. Each concept will be shared with the class with follow-up, interactive activities.
dhaase@westga.edu	Haase	David	Learning Leadership through Sport	In any profession or life venture, the attitude and overall culture of a team is a direct reflection of its leadership. In the environment of sport there are many different approaches that have been proven effective. The primary goal of this course is to help current and aspiring leaders gain a better understanding of effective leadership, to provide tools in developing effective leaders, and to provide networking opportunities with individuals across various disciplines. The course is designed to provide the student an opportunity to learn and to apply leadership principles in a variety of settings.
jhansen@westga.edu	Hansen	John	Origin of Life in the Universe	How life originated on earth has long intrigued people. The first scholarly attempt at answering this question was published in a monograph by the Russian biochemist, A. I. Oparin, during the 1930s. In 1952, Stanley Miller and Harold Urey at the University of Chicago simulated conditions on the early Earth and tested the hypothesis of a chemical origin of life. Within a vessel containing water, ammonia, methane and hydrogen, applying heat and continuous electrical discharges they produced over 20 different amino acids. During the 1960s, meteorites were found containing a vast array of amino acids and nucleotides. Until his death in 1996, the astronomer Carl Sagan was a leading proponent for searching out life in the universe. This course taught by a professor of chemistry (with background in biochemistry and astronomy) will examine planetary conditions, chemistry, and biology thought necessary to foster the abiotic origin of life in the universe.
mhester@westga.edu	Hester	Michael	AAMI: Multicultural Achievement	This course is designed to help incoming first-year students succeed at UWG, academically as well as socially and personally. The primary focus of the course is developing "cross-cultural competency in a multicultural society," which recognizes that academic achievement in today's world requires a full understanding of how to thrive within a diverse society. In order for students to succeed in higher education, course material will center on critical thinking and research skills, with the course providing an overview of and experience with campus resources, including subjects that cut across the academic and nonacademic lines of school such as time management, college student skills, and computer and portal skills. As part of the Multicultural Achievement Program learning community curriculum, the course is designed to support students in their quest to become scholars and enhance the skills necessary to achieve that goal.
alisonh@westga.edu	Hollingsworth	Alison	BUSINESS: Shark Tank and Beyond: What You Need to Know in the Real World	This course would include the following topics and activities: 1) Workshop on study habits and tips for transitioning into college life including a budget overview and Zero-based Budget project, 2) Introduction to entrepreneurship through viewing Shark Tank episodes and participating in group discussions on each episode. 3) Student electronic portfolios with Resume', cover letter, sample project work, presentations, etc. 4) Participation in mock job interviews with members of UWG Career Services serving as interviewers who would evaluate each student on their interview and provide constructive feedback. 5) Personal Elevator Pitch Presentation 6) Guest speakers (Todd Anduze, etc.) 7) Career coaching 8) Monopoly Project Accounting Cycle Overview 9) Business Plan Challenge 10) Tour of the Burson Center and Tinker's Box 11) How to Prepare for an Internship

CORNERSTONE (XIDS 2002) TOPICS for Fall 2023				
Email Address	Instructor Last Name:	Instructor First Name:	Course Title	Course Description
mhopper@westga.edu	Hopper	Michael	BUSINESS: Dilbert Teaches You the Business	Drawing on resources both conventional and otherwise, this course will help the business major begin to develop the skills needed to succeed in a business environment. We will focus on time management and self-organization skills useful in college and afterward. From Buzzword Bingo to actual meaningful terminology, the student will learn to “right size” his or her business vocabulary. We expect to devote substantial time to developing financial responsibility, touching on topics such as personal debt management and the “time value of money,” all of which will lead to a focus on some aspects of business-appropriate math and an introduction to Excel. Finally, we will spend some group time working on the interpersonal skills necessary to thrive in a world occasionally populated by Accounting Trolls and Pointy Haired Bosses.
sisacs@westga.edu	Isaacs	Shawn	The Walking Dead: Surviving College	This course will be taught on one day in a 100 minute block. Prior to each class each student will be required to watch an episode of The Walking Dead, starting with season one. Students can currently access The Walking Dead via a \$7.99 Netflix subscription, if they do not already have access to Netflix. Each week I will highlight specific moments in each episode that examples both good and bad communication and critical thinking. It will definitely focus on characters who meet their demise, and analyze how that could or could not have been averted. At the end of season one, six episodes, each student will pick a character and write a paper on how that characters decisions and communication affected the season outcome. Additionally, students will write were there any extenuating circumstances that prevented decisions or communication?
kjackson@westga.edu	Jackson	Kristopher	College Seen Through Movies	We live in a globalized and mediated world where the movies we watch provide insight into the places where we work, eat, study, sleep, communicate, and dream. Analyzing film allows us to take a closer look at the past, present, and future of our country and the environment. In this class, we'll look at a broad range of movies and examine how movies define a group of people or society within a certain time period. We will also craft or select a cinema's version of today's society. This course will help students think about how films can help us to understand our own positions in space and time. A secondary goal of the class is to introduce you to critical issues in film studies that relate to issues for their generation. Some issues that will be seen and discussed are socio-economic status, gender, ethnicity, sexuality, and race. Thus, we will examine how these issues are viewed in the film and represent a particular decade. In this class will watch movies from decades of the 80s, 90s, 00s, and today. Class time will be devoted to lectures, intensive writing, discussion, and group activities, where we will explore such questions as: What does the movie teach us about society and culture of that specific time period? Is the film still relevant today? Movies that may be selected are Pretty Woman, The Matrix, Mean Girls, and Breakfast Club. Warning: some of these films have an adult rating and may be offensive. Throughout the course, students will be asked to think critically and utilize some class lessons in their everyday college experience.
wjang@westga.edu	Jang	Wooyoung (William)	Playing and Watching Esports Games	The esports industry has developed rapidly in recent years. Esports consumption among those aged 25 and younger have surged such that traditional sport organizations, such as ESPN, a US sports television channel, have invested in esports and have begun organizing and airing programs centered on esports events in order to attract younger sport consumers. Also, esports has attracted interest from the academic domain and is becoming increasingly accepted as a form of sport, and it would behoove sport management academics to evaluate research pertinent to esports, as it is likely to provide future guidance to the sport industry. We will experience and watch esports games and learn more about esports in diverse aspects.
fkhan@westga.edu	Khan	Farooq	Sources of Energy and the Existential Threat of Climate Change	Climate change, as evidenced by floods, hurricanes and wildfires, poses a global existential threat that impacts habitats and food production. Essential human activities (production of energy and transportation) contribute significantly to climate change. This course will utilize reliable current media (New York Times, PBS and NPR) to discuss sources of energy that include fossil fuels, solar energy, wind energy and nuclear power. Topics include: Sources of energy (locally, in the U.S., and world-wide); Geo-political considerations for fossil fuels; Impact on the environment including climate change; Environmental activism (for example, by Greta Thunberg); and public policy in the United States. The course (taught by a chemist) will also feature a professor of Economics and an entrepreneur active in Carrollton. In large part, students will utilize available resources to give short presentations and discuss various aspects of energy and climate change, from the personal level to a global level.

CORNERSTONE (XIDS 2002) TOPICS for Fall 2023				
Email Address	Instructor Last Name:	Instructor First Name:	Course Title	Course Description
skramlich@westga.edu	Kramlich	Sara Beth	Around the World in One Semester	More than simple geography and understanding maps, this course provides a broad worldview of cultures to strengthen character and become more successful students and individuals.
jl Larson@westga.edu	Larson	Juli	Oh, the Thinks You Can Think!	Think you have out grown Dr. Seuss? Think again! In this course, we revisit many of these childhood favorites by conducting literary analyses of several books by Theodor Geisel (Dr. Seuss). In our analyses, we identify themes relevant to the life of a developing adult. Books are read during class (also accessible in CourseDen) since they are all relatively short and they will provide the prompt for analysis to determine the focus for each week's lesson. Topics for study include diversity, inclusion, mental health, advocacy, risk-taking, decision-making, responsibility, sustainability, and more. Assignments used include class discussion, reflective journaling, literary analysis paper, favorite book presentation, and writing, illustrating, and presenting their own children's book. Additionally, the topics that are covered provide opportunities to highlight several campus resources such as the library, Counseling Center, Center for Diversity and Inclusion, Health Services, and Center for Academic Success.
alewis@westga.edu	Lewis	Ashley		This course is designed to help incoming first-year students succeed at UWG, academically as well as socially and personally. The primary focus of the course is developing "cross-cultural competency in a multicultural society," which recognizes that academic achievement in today's world requires a full understanding of how to thrive within a diverse society. In order for students to succeed in higher education, course material will center on critical thinking and research skills, with the course providing an overview of and experience with campus resources, including subjects that cut across the academic and nonacademic lines of school such as time management, college student skills, and computer and portal skills. As part of the Multicultural Achievement Program learning community curriculum, the course is designed to support students in their quest to become scholars and enhance the skills necessary to achieve that goal.
dliverma@westga.edu	Liverman	Dawn	Harry Potter and College Experience	I'd like to develop a course around the World of Harry Potter using themes and examples from the books/movies to serve as a way to view the transition into higher education...from the acceptance letter, to moving on campus, to navigating services and coursework, to finding food, to attending extracurricular/sporting events, to joining clubs and organization, to going home for the summer, and all that goes along with it. Students will be asked to write reflections on activities happening on campus and how those relate back to situations in the series and discuss the relevancy of those experiences to their acclimation and familiarization with campus. The series will also be used to springboard into conversations around diversity, justice, and bias.
imaggian@westga.edu	Maggiano	Isabel	Lives and Deaths of Primates (Including YOU!)	This course introduces students to ways biological anthropologists examine primates from biological and evolutionary perspectives, including topics such as DNA inheritance, modern human variation, living primate anatomy and behavior, forensic and archaeological analysis of human skeletal remains, ancient human fossil morphology, and Stone Age cultures. The course will be taught at the BAFAL (Biological and Forensic Anthropology Lab) and will follow a hands-on experiential learning approach using available lab collections. Throughout the course, students will learn how to develop lab protocols and a laboratory handbook.
mmcphail@westga.edu	McPhail	Martin	The Materials that Make Our World	From the advent of iron, glass, and cement to the development of polymers and semiconductors, the introduction of new materials has repeatedly altered human civilization. These technologies have brought great benefits to humanity while also carrying many associated ills—conflicts to secure rare resources, pollution of the environment, and exploitation of workers to name a few. Using current articles, videos, and in-class discussions, students will explore the historical impact of materials on human technology and how materials shape the modern world. The lifecycle of modern materials from acquisition through production to waste management will be analyzed. Current challenges related to the politics, ethics, sustainability, and environmental impacts of modern materials will be discussed. Students will apply this knowledge to develop an original project (video, poster, podcast, etc.) analyzing the materials in a consumer product of their choosing.

CORNERSTONE (XIDS 2002) TOPICS for Fall 2023				
Email Address	Instructor Last Name:	Instructor First Name:	Course Title	Course Description
bolivier@westga.edu	Olivieri Parker	Blynn	History of Information	<p>This course explores the production and evolution of information and associated technologies from clay tablets to the internet. The course starts with the building blocks of what information is, who creates it, how it is distributed, and for what purposes. We will then go into the histories and impacts of specific technologies, and students will have a hands-on workshop to bind their own book. Throughout the course students will have the opportunity to critically consider and discuss how information technologies affect society and how society responds to and shapes those information technologies in return.</p> <p>Information is foundation of learning. The History of Information first-year seminar will engage students with why information has been created, how it was disseminated, and for what intent. Students will learn how information technologies leverage materials, recent inventions, and the skills of people in the spread of data, whether it be financial tallies of agricultural yields, religious texts, or news about your neighbor next door. This course touches on numerous academic disciplines including visual arts (book illustrations and visual literacy), economics (costs and revenues of information technologies), anthropology (oral cultures), computer science (how information is transmitted in the digital age), sociology (how information technologies change society) and psychology (how individuals interact with, and are affected by, digital content). Students will emerge with a critical understanding of information technologies and an awareness of how the information they use and create impacts their lives and the broader world, which sets the stage for critical thinking in their college career and in life-long learning.</p>
tponder@westga.edu	Ponder	Terrie	#adulthood: learning life skills in a digital world	<p>As UWG students transition into the world of adulthood, they must learn the most basic "need-to-knows" of being an adult. With present-day technologies, students can easily navigate the world and learn how to do almost anything. Yet, are they receiving the correct information? Are they distracted? Do they know what questions to ask? #adulthood will help students navigate the world by practicing and mastering life skills essential to everyone. Some of the hashtag topics of the course include #techguru, #fakenews, #socialresponsibility, #diversityinclusion #beprofessional, #realjob, #budgetingbasics, #ineedcredit, and #life hacks. This course will teach these skills while integrating the most current technologies, apps, and other digital tools designed for each specific purpose. As a cumulative project, students will reflect upon their areas of #adulthood expertise and will digitally create a blog, website, or videos to be published online to the public.</p>
nrjordan@westga.edu	Ramsay-Jordan	Natasha	Navigating Race and Gender Issues	<p>Taught in conjunction with effective college transition skills, this course will include special topics about how underrepresented students in Higher Education can overcome stigmas and implicit biases stemming from gender and race-based disparities. Topics will include comparative perspectives on current higher learning experiences of historically marginalized groups and the extent to which these groups have been excluded in academia. Also embedded in the seminar is a study of the relevance and utility of an undergraduate degree for social change within a modern society, including critical thinking about the impact of obtaining a degree, active learning, effective communication, and engagement within the UWG community.</p>
erichard@westga.edu	Richardson	Emily	The Value of Peer Leadership	<p>My course titled, "What do you know about: Academic success" will be based on sharing academic success strategies, reflection on past academic experiences in high school as it relates to the collegiate experience, and an overall institutional connectedness. Over the course of the semester, I will instruct students on different academic success strategies and students will have an opportunity to hear from other students at UWG about what they have learned about their own academic success.</p>
csamples@westga.edu	Samples	Clint	Walt Disney and the American Century	<p>From my current course description: Walt Disney (1901-66) can arguably be considered one of the most influential Americans of the 20th Century. This class explores the life of Disney as a historical figure, creative visionary and his impact on animation, architecture, culture, leisure, and entertainment. Coursework includes weekly readings from Disney's biography and discussions over related material, such as movies and documentaries. Students will give a ten-minute oral presentation after researching a Disney-based topic as one of their final assignments.</p>

CORNERSTONE (XIDS 2002) TOPICS for Fall 2023				
Email Address	Instructor Last Name:	Instructor First Name:	Course Title	Course Description
craig@westga.edu	Schroer	Craig	"They Just Want You To Think That": Analyzing Conspiracy Theories	This course will explore concepts of cognitive bias, motivated reasoning, logical fallacies, propaganda, and rhetoric. The emphasis will be structured critical thinking as a means of interpreting the media landscape and how it shapes our social, cultural, economic, and political beliefs. This approach will help students build their information literacy skills to better evaluate truth versus misinformation/disinformation by examining media narratives, the assumptions behind them and whose interests they serve.
shelbys@westga.edu	Scott	Shelby	Do It for the Gram: Build Your Image	To focus on integrating and exploring self care and positivity throughout different parts of the college experience and academics. Students would learn about researching methods, methods across different countries, and how self-care and positivity can be integrated into every aspect of college and more importantly, life.
jsewell@westga.edu	Sewell	Josh	FILM: What Do You Know About Film?	Our film learning community (FLC) consists of four interconnected core-level classes taught over the 2020-21 academic year. In each course, the primary goals include helping you become a better reader, thinker, and communicator, both verbally and in writing. All of these skills are essential for success in any college classroom on any college campus. Additionally, honing these skills will help you beyond the campus community in the working world you seek to join. Our subject – the study of film – will enable us to develop analytical skill sets as we practice reading, thinking, and communicating about assigned films and short readings each week. Certainly, one major aim is to understand film studies as an area of academic and career focus, but the skills you gain here and in the other core classes in the community are a "moveable feast," meaning that you can use them in any core or major course where professors ask you to solve problems, discuss complex issues, or observe before interpreting. To analyze film, we begin with the foundational premise that it has overwhelming power in artistic, economic, academic, political, religious, and mainstream or "secular" arenas. Film embodies our cultural standards, challenging or even creating them; the movies, as cultural critic Henry Giroux contends, "[do] not simply reflect culture but actually [construct] it." To know films and film production deeply is to know a great deal about culture's core beliefs and values, its anxieties and aspirations. So, for this class and going forward, movies are never "just" entertainment. Our work in this semester's course will involve (re)viewing major motion pictures from different decades, learning the strategies production and filmmaking teams use, discussing literary structure and character development in film, and, of course, examining the deep cultural impact film possesses.
bsheppar@westga.edu	Sheppard	Beth	Portrayals of Jesus in Film	Survey of a variety of "Jesus" films from the last 50 years including, amongst others, "Life of Brian," "Jesus of Montreal," "Last Temptation of Christ," and the "The Passion of the Christ." Special attention is paid to audience reception, genre, use of/creative interpretation of primary sources, and portrayal of the First-Century Roman Imperial World. Regarding the later, we focus on topics including Romanization, economic status, Roman Military History, and Jewish-Christian Relations in the early portion of the Roman Empire. From a library perspective, we will touch on the ethical use of media including copyright and performance rights.
cspeight@westga.edu	Speights	Corey	Intro - Live Sports Video Production	The course will provide with hands on experiential learning opportunity in the world of digital media production. Students will work in positions of producer, director, camera, replay, and audio operation.
otaiwo@westga.edu	Taiwo	Olubanke	Becoming You: The Game of Life	This will be an interactive course for students to learn about different career options, paths and ultimate decisions that can be made in life. The course will start with students discussing and understanding the paths they already have in mind for themselves as first-year UWG students. They will have the opportunity to explore the different options available for going to college, choosing a career, managing finances, and building a family, as well as any pros and cons of their choices. I plan to include written intensive course papers to allow students to discuss their interests, backgrounds, and life experiences with peers viz a viz their intending career paths. At the end of this course, students will gain more insight and perspective on deciding what path or option to pursue in life.
hudombon@westga.edu	Udombon	Hope	Business in Everyday Life	This course is ideal because it offers a different insight to how business can be applied in everyday life from personal, professional to academics.

CORNERSTONE (XIDS 2002) TOPICS for Fall 2023				
Email Address	Instructor Last Name:	Instructor First Name:	Course Title	Course Description
akorsgaa@westga.edu	Vaughan	Arielle	Representations of Southern Cuisine	This course is rooted in the concept that the very food we eat to survive connects us to our region, culture, and identity. Through focused, inquiry-driven activities and materials, students will learn to examine cultural artifacts to reveal historical and personal connections and identify ways in which representations of Southern cuisine may shape the ethos of the region for better or worse. Course materials will include passages from Eudora Welty's Delta Wedding, Michael Twitty's The Cooking Gene, and Marcie Cohn Ferris's The Edible South. We will also examine films such as Fried Green Tomatoes, photography from the Southbound gallery catalog, print and video advertisements, and poetry from the Southern Foodways Alliance collection, Vinegar and Char. Students will engage in the high impact practices of intensive writing, undergraduate research, and diversity perspectives in several planned activities such as personal reflection journals, response papers, and a class-composed, research-based cookbook that will allow students to take part in the cultural conversation surrounding Southern food.
bbarker@westga.edu	Barker	Brandy	ZINES: an underground, DIY approach to self-publishing"	Fanzines, politics, music and food! From travel to plants to instructional how-tos, we'll explore the world of underground publishing and the ultimate freedom of the small press. Dive in to the history of the zine, research your favorite topics, and even publish a few of your own!
jglazier@westga.edu	Glazier	Jacob	Identity, Authenticity, and the Media	How do you know who you are? This fundamental question might seem self-evident. Yet, most of us struggle finding ourselves in the spiderweb of images, symbols, and representations expertly constructed for us by various forms of media. Such an endeavor is becoming increasingly more important since the rise of social networks and the so-called post-truth world. Disinformation and even conspiracy theories abound, not to mention pictures and images that have been manipulated using editing software to convey a specific standard of beauty. The question continues: How can we become more authentic if the information around us isn't true? In this seminar, we will explore the relationship between your own self-identity and how this has become co-constructed, or not, by different kinds of media.
ssykes@westga.edu	Sykes	Scott	Introduction to the Mathematics of Sports Analytics	Students will learn how to analyze data looking for patterns and use that data do calculations that can be used to predict future outcomes in the world of sports. This course will give students a general background on how some of the numbers they see during sports broadcasts are calculated, what they mean and the assumptions that go into the calculations. Students will also work on a semester long project involving finding, analyzing and presenting sports data for their favorite athlete or team that can be used to predict future performance or outcomes.
dtheobal@westga.edu	Theobald	Duane	Identity in American Cinema	Have you ever watched a film and found that it speaks to you? Filmmakers often create movies that allow viewers to learn more about who they are through the experiences of others. In this seminar, we will examine what it means to construct identity & how we craft our identities—initially through readings that incorporate different disciplines & approaches. Then, through a broad range of films (such as The Godfather, Boyz n the Hood, and Lady Bird), we'll consider how who we are can be found in American cinema and why that matters.
vwood@westga.edu	Wood	Viviene	Thriving in College	Embrace the changes from high school to college with the glorious diversity, challenges and adventures in learning toward your career goals with a passion.

Addendum V

Psychology, M.A.

2023-2024 Graduate Revise Program Request

Introduction

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If you have any questions, please email curriculog@westga.edu.

****CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM****

- Modifications (Check all that apply)***
- Program Name
 - Track/Concentration
 - Catalog Description
 - Degree Name
 - Program Learning Outcomes
 - Program Curriculum
 - Other

If other, please identify. Admissions Requirements

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department *

Department of Anthropology, Psychology, and Sociology

Is this a School of Nursing or School of Communication, Film and Media course?*

Yes

No

Is this a College of Education Program?*

Yes

No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.*

Yes

No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program*

Program

Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name

Program Description

Program Name* Psychology, M.A.

Program ID - DO NOT EDIT* 21

Program Code - DO NOT EDIT 21

Program Type*

Degree Type*

Program Description* Program Description

The Master of Arts degree in Psychology offered by the Psychology Program is accredited by the Council for Humanistic and Transpersonal Psychologies. It is a unique psychology program with a broadly humanistic orientation with roots in phenomenological, existential, and transpersonal approaches. In addition to our humanistic and transpersonal approaches, our students gain valuable critical thinking skills through the lens of Critical Psychology. Our approach to psychology takes a holistic view of the human experience. The program actively engages social justice and cultural awareness within the context of psychological theory and practice. We value self-inquiry and academic rigor; thus, we urge self-reflection, radical personal exploration, and sustained research and scholarship. After graduation, our students have continued in various contexts, including further graduate study, teaching, social service, public and private sector organizations, and community intervention.

Admission

Along with the Graduate School requirements, we require a minimum GPA of 2.7, three letters of reference (at least two academic), a personal statement illuminating reasons for applying to the program, and an interview with faculty. Following an initial screening, we invite selected applicants to interview as part of the admission process. Considering the humanistic orientation of this program, the potential for self-awareness, exploratory research, and some knowledge of the humanistic tradition in psychology is given considerable weight in the selection of applicants.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Program Requirements

The master's program offers two options toward the completion of the degree: Option I, students must complete a minimum of 33 hours of course work and an acceptable original thesis. Thesis work will result in a minimum of 3 additional hours for a minimum of 36 credit hours. Option II, students must complete a minimum of 36 hours of coursework. Option I and Option II, students may take up to 6 hours of graduate coursework in departments other than psychology without special permission. Under both options, students may accumulate six hours of credit for Independent Study following the Graduate School guidelines for Independent Study. Under both options, students must pass an oral comprehensive exam based on course work and individual research or projects developed over the student's course of study. This requirement is fulfilled under Option I through the student's oral defense of their thesis. Under Option II, students must submit a written document as directed by their committee.

Thesis Proposal

The nature of the thesis proposal will reflect the type of thesis undertaken by the student as approved by the thesis Chair. Please refer to the program website for additional thesis guidelines.

Thesis Defense

Following approval of the masters thesis by the thesis committee, the student will give an oral presentation followed by a question-and-answer period led by the student's advisor. The thesis defense is open to the public.

Required Courses

There are two required courses: PSYC 6000 - Foundations of Humanistic Psychology, and PSYC 6021 - Psychology as Human Science. All other courses are elective, giving students the freedom and responsibility to develop their own plans of study. Ideally, a student's individualized plan is developed in collaboration with a

faculty mentor. Students are encouraged to invite faculty members to serve as their

faculty mentor.

**PSYC 6000 Foundations of Humanistic
Psychology**

PSYC 6021 Psychology as Human Science

M.A. Psychology Electives

In addition to the eight credit hours of the two required courses, the M.A. degree requires 28 additional credit hours. Twenty-two of these credit hours must be from Psychology coursework at the 5000, 6000, or 7000 level; six credit hours from outside the Psychology Department at the 5000, 6000, or 7000 level may be applied to the degree.

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact curriculumlog@westga.edu for further instruction.**

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the  and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  and proceed.

Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculumlog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* When the requirement for the GRE was removed, the letter of recommendation requirement was inadvertently removed. The need for three letters of recommendation has been added to the admission requirements

Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kgwaltney@westga.edu

- Please select all that apply.***
- This change affects 25-49% of the program's curriculum content.
 - This change affects 25-49% of the program's length/credit hours.
 - This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - This change affects 50% or more of the program's curriculum content.
 - This change affects 50% or more of the program's length/credit hours.
 - This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - None of these apply

- 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

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documents by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting template](#) and attach to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map template](#) and attach to this proposal.

-
- Program Map*** I have attached the Program Map/Sheet.
 N/A - I am not making changes to the program curriculum.

- Assessment Plan*** I have attached the Assessment Plan.
 N/A

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

SLPA - 5701 - Introduction to Communication Sciences and Disorders

2023-2024 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Summer

Desired Effective Year*

2024

Routing Information

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School/ Department*

Department of Counseling, Higher Education, and Speech Language Pathology

Is this a School of Nursing or School of Communication. Film

Yes

No

100 Is this a College of Education course?*

Yes

No

Course Information

Course Prefix*

SLPA

Course Number* 5701

Course Title* Introduction to Communication Sciences and Disorders

Course Type*

Speech Language Pathology

Catalog Course
Description*

This course is designed to provide an overview of the professions of Communication Sciences and Disorders (CSD). Students will learn about the nature of speech, language, swallowing, and hearing disorders in children and adults. Methods of identification and remediation are explored. Students will complete required clinical supervision hours of speech-language pathology intervention sessions as they learn about assessment and therapy procedures.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable
credit hour course?*

Yes

No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take
this course multiple
times, each attempt
counting separately
toward graduation?*

Yes

No

If yes, indicate
maximum number of
credit hours counted
toward graduation.*

n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum Terminology/Icon Guide](#).

Prerequisites

Concurrent
Prerequisites

Corequisites

Cross-listing

Restrictions Admission to the graduate post-baccalaureate certificate program.

Status* Active-Visible Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

Grading*

Type of Delivery (Select all that apply)*
 Carrollton or Newnan Campus: Face-to-Face
 Entirely Online
 Hybrid
 Fully Online

Justification and Assessment

What is the rationale for adding this course?* This course is a requirement for the proposed new post-baccalaureate certificate in speech-language pathology.

Student Learning Outcomes* Students will:
1. Demonstrate knowledge of the basic standards of ethical conduct and contemporary professional issues in Communicate Sciences and Disorders (ASHA Standard IV-E)
2. Analyze communication, cognitive, and swallowing disorders across the lifespan and their impacts and swallowing disorders and differences (Hedge, 2019; ASHA Standards IV-C)
3. Analyze the nature of communication disorders across a wide spectrum of disorders and diverse populations for limited clinical practicum, including etiology, characteristics, prevention, assessment, and intervention for the client with mild-moderate disorders (ASHA Standards III-A, B, C, D)
4. Demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice (Hedge, 2019; ASHA Standard IV-F)

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number**, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Will this course have special fees or tuition required? * Yes No

If yes, what will the fee be? * no

Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

SLPA - 5702 - Speech and Language Acquisition and Disorders

2023-2024 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Fall

Desired Effective Year*

2024

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*

Department of Counseling, Higher Education, and Speech Language Pathology

Is this a School of Nursing or School of Communication. Film

Yes

No

104 Is this a College of Education course?*

Yes

No

Course Information

Course Prefix*

SLPA

Course Number* 5702

Course Title* Speech and Language Acquisition and Disorders

Course Type*

Speech Language Pathology

Catalog Course Description* An in-depth study of speech and language acquisition and development in the normal child. This course covers the normal developmental stages for the acquisition of the content, form, and use of language.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation? Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum Terminology/Icon Guide](#).

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Admission to the graduate post-baccalaureate certificate program in speech-language pathology.

Frequency - How many semesters per year will this course be offered?

Grading*

- Type of Delivery (Select all that apply)*
- Carrollton or Newnan Campus: Face-to-Face
 - Entirely Online
 - Hybrid
 - Fully Online

Justification and Assessment

What is the rationale for adding this course?* This course will be a requirement for the post-baccalaureate graduate certificate in speech-language pathology.

- Student Learning Outcomes*
1. Summarize the relevant terminology, processes, and temporal trajectory of normal communication/language development and the major developmental features that are characteristic of different stages of language acquisition (Standards: ASHA Standard III-B; Knowledge; INTASC 1, 2, 5, 6, 8)
 2. Compare the major components and characteristics of at least three theories of language acquisition and describe how they can be used to explain language development (ASHA Standard III-C; INTASC 1)
 3. Describe the tenets behind the biological and environmental bases for language development (ASHA Standard III-C; INTASC 1)
 4. Accurately analyze and make judgements regarding children's language characteristics of different stages of development (ASHA Standard III-D; INTASC 7, 8)
 5. Identify, describe and contrast the major groups of etiologies, characteristics, and symptoms that constitute language disorders in children. (ASHA Standards IV-B, IV-C)
 6. Differentiate between and describe the importance of criterion-referenced and standardized testing in assessing children who present with language delays and language impairments. (ASHA Standards IV-D, V-B)

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>)

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate

Present or Projected Annual Enrollment* 15

Will this course have special fees or tuition required?* Yes No

If yes, what will the fee be?* none

Fee Justification

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

SLPA - 5703 - Phonetics

2023-2024 Graduate New Course Request

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Desired Effective Semester*

Fall

Desired Effective Year*

2024

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*

Department of Counseling, Higher Education, and Speech Language Pathology

Is this a School of Nursing or School of Communication. Film

Yes

No

108 Is this a College of Education course?*

Yes

No

Course Information

Course Prefix*

SLPA

Course Number* 5703

Course Title* Phonetics

Course Type*

Speech Language Pathology

Catalog Course Description* Applied phonetic analysis and transcription. Applications to the problems of speech improvement, speech disorders, and standard and non-standard English. This course requires students to become familiar and proficient with the International Phonetic Alphabet (IPA) as a means of speech and language change.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation? Yes No

If yes, indicate no maximum number of credit hours counted toward graduation.*

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum Terminology/Icon Guide](#).

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Admission to the graduate post-baccalaureate certificate program in speech-language pathology

Status* Active-Visible Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

Grading*

Type of Delivery (Select all that apply)*
 Carrollton or Newnan Campus: Face-to-Face
 Entirely Online
 Hybrid
 Fully Online

Justification and Assessment

What is the rationale for adding this course?* This course is part of the proposed post-baccalaureate SLP program that allows students to take the prerequisites required to apply to graduate programs in speech-language pathology.

Student Learning Outcomes* Students will:

1. Identify the IPA symbols for use with the phonemes of the English language and the additional (target) language. (Shriberg, Kent, McAllister, & Preston, 2018); ASHA Standards IV-A, IV-B, IV-C.
2. Identify the IPA symbols for broad transcription of the English language and the additional (target) presented in word, phrase, sentence, and conversational utterances (Shriberg, Kent, McAllister, & Preston, 2018); ASHA Standards IV- A, IV-B, IV-C.
3. Differentiate between variations in speech for developmental speech patterns, disordered speech patterns, dialectal speech patterns, and accented speech patterns (Shriberg, Kent, McAllister, & Preston, 2018); ASHA Standards IV-A, IV-B, IV-C, IV-D, IV-E, IV-F
4. Identify a selected number of diacritical markers used in narrow transcription (Shriberg, Kent, McAllister, & Preston, 2018); ASHA Standards IV-A, IV-B, IV-C.
5. Categorize phonemes according to at least three classification systems (Shriberg, Kent, McAllister, & Preston, 2018); ASHA Standards IV-A, IV-B, IV-C.
6. Identify the anatomical structures and physiological functions related to applied phonetics in the English language and the additional (target) language. (Shriberg, Kent, McAllister, & Preston, 2018); ASHA Standards IV-A, IV-B, IV-C.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number**, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

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

Syllabus* I have attached the REQUIRED syllabus.

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 15

Will this course have special fees or tuition required?* Yes
 No

If yes, what will the fee be?* none

Fee Justification

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

SLPA - 5704 - Anatomy & Physiology of Speech & Hearing

2023-2024 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Fall

Desired Effective Year*

2024

Routing Information

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School/ Department*

Department of Counseling, Higher Education, and Speech Language Pathology

Is this a School of Nursing or School of Communication. Film

Yes

No

112 Is this a College of Education course?*

Yes

No

Course Information

Course Prefix*

SLPA

Course Number* 5704

Course Title* Anatomy & Physiology of Speech & Hearing

Course Type*

Speech Language Pathology

Catalog Course Description* This course is a study of the anatomical structures and physiology of the speech, hearing, and neurological systems. Information related to respiration, phonation, resonance, articulation, neurology, and hearing in the normal child and adult is emphasized.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation? Yes No

If yes, indicate no maximum number of credit hours counted toward graduation.*

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum Terminology/Icon Guide](#).

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Admission to the graduate post-baccalaureate certificate program in speech-language pathology

Frequency - How many semesters per year will this course be offered?

1

Grading*

Graduate Standard Letter

Type of Delivery (Select all that apply)*

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

Justification and Assessment

What is the rationale for adding this course?*

This course is a requirement for the proposed new post-baccalaureate certificate in speech-language pathology.

Student Learning Outcomes*

- The student will:
1. Identify and describe the anatomical structures involved in speech, swallowing, and hearing. (Hoit et al.,2022; Seikel, et al., 2021; ASHA 2020 Standards IV-A, B).
 2. Explain the physiological functions of the structures of speech, swallowing, and hearing (Hoit et al.,2022; Seikel, et al.,2021). (ASHA 2020 Standards IV-A, B.)
 3. Describe the central and peripheral nervous systems involved in speech, swallowing, and hearing. (Hoit et al.,2022; Seikel, et al., 2021; ASHA 2020 Standards IV-A, B.)
 4. Describe prenatal human development with an emphasis on the correlation of normal embryological development with common congenital malformations that affects speech, hearing, and swallowing function (Hoit et al.,2022; Seikel, et al., 2021; ASHA 2020 Standards IV-A, B.)
 5. Evaluate how disease and pathology involving the respiration, phonation, resonance, articulation, swallowing, and hearing systems affect oral communication and swallowing (Hoit et al.,2022; Seikel, et al., 2021; ASHA 2020 Standard IV-B).

REQUIRED ATTACHMENTS

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1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*

- Library Resources are Adequate
- Library Resources Need Enhancement

Present or Projected Annual Enrollment* 15

Will this course have special fees or tuition required?* Yes No

If yes, what will the fee be?* none

Fee Justification

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SLPA - 5705 - Speech and Hearing Science

2023-2024 Graduate New Course Request

General Information

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Desired Effective Semester*

Spring

Desired Effective Year*

2025

Routing Information

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School/ Department*

Department of Counseling, Higher Education, and Speech Language Pathology

Is this a School of Nursing or School of Communication. Film

Yes

No

116 Is this a College of Education course?*

Yes

No

Course Information

Course Prefix*

SLPA

Course Number* 5705

Course Title* Speech and Hearing Science

Course Type*

Speech Language Pathology

Catalog Course Description* This course is a study of the science involved in the anatomical, physiological, and psychological processes of speech, language, and hearing in children and adults. The science involved in respiration, phonation, resonance, articulation, and hearing is emphasized through conceptual theory and objective measurement.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* Yes No

Lec Hrs* 2

Lab Hrs* 0

Credit Hrs* 2

Can a student take this course multiple times, each attempt counting separately toward graduation?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* no

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum Terminology/Icon Guide](#).

Prerequisites CHEM 1100 or equivalent, BIO 1010 or equivalent, MATH 1401 or equivalent, PSYC 1101 or equivalent

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Admission to the graduate post-baccalaureate certificate program in speech-language pathology

Status* Active-Visible Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

Grading*

Type of Delivery (Select all that apply)* Carrollton or Newnan Campus: Face-to-Face Entirely Online Hybrid Fully Online

Justification and Assessment

What is the rationale for adding this course?* This course is a requirement for the proposed new post-baccalaureate certificate in speech-language pathology.

Student Learning Outcomes*

1. Explain the major models and theories underlying human communication and swallowing across the lifespan (ASHA 2020 Standards IV-A, IV-B, IV-C).
2. Discuss the typical and atypical mechanisms involved in speech, hearing, language development, and swallowing and their related disorders concerning observed signs and symptoms (ASHA 2020 Standards IV-A, IV-B, IV-C, IV-D).
3. Identify appropriate instruments for measuring the integrity of the human speech, language, swallowing, and hearing systems across the lifespan (ASHA 2020 Standards IV-A, IV-B, IV-C).
4. Assess and interpret test results from an instrumental assessment of human speech, language, swallowing, and hearing processes, including the developmental, linguistic, and cultural bases (ASHA 2020 Standards IV-A, IV-B, IV-C).

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number**, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate Library Resources Need Enhancement

Will this course have special fees or tuition required? * Yes No

If yes, what will the fee be? * none

Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

SLPA - 5706 - Introduction to Audiology

2023-2024 Graduate New Course Request

General Information

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Desired Effective Semester*

Spring

Desired Effective Year*

2025

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*

Department of Counseling, Higher Education, and Speech Language Pathology

Is this a School of Nursing or School of Communication. Film

Yes

No

120 Is this a College of Education course?*

Yes

No

Course Information

Course Prefix*

SLPA

Course Number* 5706

Course Title* Introduction to Audiology

Course Type*

Speech-Language Pathology

Catalog Course Description* This course provides an introduction to the field of audiology. Basic auditory disorders, types of hearing loss, audiological assessment and interpretation, hearing loss definition and significance, and management of hearing loss are covered in children and adults.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? Yes No

Lec Hrs* 2

Lab Hrs* 0

Credit Hrs* 2

Can a student take this course multiple times, each attempt counting separately toward graduation? Yes No

If yes, indicate no maximum number of credit hours counted toward graduation.*

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum Terminology/Icon Guide](#).

Prerequisites CHEM 1100 or equivalent, BIO 1010 or equivalent, MATH 1401 or equivalent, PSYC 1101 or equivalent

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Admission to the graduate post-baccalaureate certificate program in speech-language pathology

Status* Active-Visible Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

Grading*

Type of Delivery (Select all that apply)*
 Carrollton or Newnan Campus: Face-to-Face
 Entirely Online
 Hybrid
 Fully Online

Justification and Assessment

What is the rationale for adding this course?* This course is a requirement for the proposed new post-baccalaureate certificate in speech-language pathology

Student Learning Outcomes* The student will:
1. Describe and analyze information related to sound properties, hearing, hearing loss, and hearing disorders (ASHA standard IV B; IV-C)
3. Describe the anatomy and physiology of the auditory system at an intermediate level (ASHA standards IV-B; IV-C)
4. Describe basic audiometric procedures (ASHA standard IV-D)
5. Perform basic audiometric tests (ASHA standard IV-D)
6. Interpret basic audiometric test findings and describe clinical implications of those findings (ASHA standard IV-D)
7. Recognize common auditory (and related) disorders (ASHA standard IV-C)
8. Discuss basic audiological and aural rehabilitation approaches to managing auditory (and related) disorders (ASHA standard IV-D)

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Will this course have special fees or tuition required? * Yes No

If yes, what will the fee be? * none

Fee Justification

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FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

SLPA - 5707 - Introduction To Neurological Disorders

2023-2024 Graduate New Course Request

General Information

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Desired Effective Semester*

Spring

Desired Effective Year*

2025

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*

Department of Counseling, Higher Education, and Speech Language Pathology

Is this a School of Nursing or School of Communication. Film

Yes

No

124 Is this a College of Education course?*

Yes

No

Course Information

Course Prefix*

SLPA

Course Number* 5707

Course Title* Introduction To Neurological Disorders

Course Type*

Speech Language Pathology

Catalog Course Description* This course is a study of the primary neurological communication disorders in children and adults. Areas covered include characteristics, assessment, etiology, and treatment of communication disorders of the central and peripheral nervous systems.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? Yes No

Lec Hrs* 2

Lab Hrs* 0

Credit Hrs* 2

Can a student take this course multiple times, each attempt counting separately toward graduation? Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* no

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum Terminology/Icon Guide](#).

Prerequisites CHEM 1100 or equivalent, BIO 1010 or equivalent, MATH 1401 or equivalent, PSYC 1101 or equivalent

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Admission to the graduate post-baccalaureate certificate program in speech-language pathology

Status* Active-Visible Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

Grading*

Type of Delivery (Select all that apply)*
 Carrollton or Newnan Campus: Face-to-Face
 Entirely Online
 Hybrid
 Fully Online

Justification and Assessment

What is the rationale for adding this course?* This course is a requirement for the proposed new post-baccalaureate certificate in speech-language pathology.

Student Learning Outcomes*
1. Describe the various parts of the central and peripheral nervous systems and their role in communication and swallowing (ASHA Standards IV-A, IV-B, IV-C, 2020)
2. Examine and analyze the functions of the central and peripheral nervous systems and their relationships to acute etiologies of neurogenic communication disorders (ASHA Standards IV-A, IV-B, IV-C, 2020)
3. Analyze, synthesize, and evaluate information related to neurogenic communication disorders (ASHA Standards IV-A, IV-B, IV-C, 2020)

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number**, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 15

Will this course have special fees or tuition required?* Yes
 No

If yes, what will the fee be?* none
126

Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

Speech-Language Pathology Post-Baccalaureate Certificate Program

2023-2024 Graduate New Program Request

General Information

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Desired Effective Semester*

Fall

Desired Effective Year*

2023

Program Type*

- Degree Program
- Embedded Certificate
- Stand-Alone Certificate
- Minor
- Endorsement
- Educator Certification

If embedded, please list the parent program.

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*

Department of Counseling, Higher Education, and Speech Language Pathology

Is this a School of Nursing or School of Communication, Film and Media course?*

Yes No

Is this a College of Education Program?*

Yes No

Program Information

Program Name* Speech-Language Pathology Post-Baccalaureate Certificate Program

Degree Type*

Graduate Certificate

Program Description* The Post-Baccalaureate Certificate program in Speech-Language Pathology is designed to prepare individuals to receive the appropriate background information and coursework necessary for them to apply to graduate programs in speech-language pathology.

Program Location*

Carrollton

Status* Active-Visible Inactive-Hidden

How will the proposed program be delivered?*

- Face-to-Face
 Online Only
 Hybrid

Curriculum Information

Select *Program* below, unless creating an *Acalog Shared Core*.

Type of Program* Program

PROGRAM CURRICULUM

This section allows departments to create the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the new program curriculum.

Step 1 - Adding Courses to the Program

In order to build or edit a program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG Undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number, and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 2 - Adding Courses to the Curriculum Schema

Next, to add cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) click on  "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add.

Admission Requirements

Applicants must hold a Bachelor's degree with a GPA of 2.5 or higher and must submit transcripts from all degree granting institutions attended. Applicants must submit their application to the Graduate School and admission capacity will be determined by the Speech-Language Pathology Program.

Standalone coursework in a) biological sciences, b) chemistry or physics, c) social/behavioral sciences, and d) statistics must be completed before taking the following courses: SLPA 5705, SLPA 5706, SLPA 5707.

Students must earn a C or better to pass each course. Students can retake a failed course one time and will be dismissed if they fail a course more than once.

SLPA 5701 Introduction to Communication Sciences and Disorders

SLPA 5702 Speech & Language Acquisition and Disorders

SLPA 5703 Phonetics

SLPA 5704 Anatomy & Physiology of Speech and Hearing

SLPA 5705 Speech & Hearing Science

SLPA 5706 Introduction to Audiology

SLPA 5707 Introduction to Neurological Disorders

Justification and Assessment

Rationale* The proposal for a post-graduate certificate in Speech-Language Pathology responds to a growing demand for speech-language pathologists in the United States. Employment of speech-language pathologists is projected to grow 21 percent from 2021 to 2031, much faster than the average for all occupations. About 14,000 openings for speech-language pathologists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. Students who do not have an undergraduate degree in speech-language pathology have few options to gain the necessary prerequisite courses to effectively and efficiently apply to graduate programs. In particular, there are no other programs in the West Georgia region that allow for this opportunity.

Program Learning Outcomes - Please provide PLOs in a numbered list format.*

1. Demonstrate knowledge of and distinguish between communication/swallowing disorders including their etiology and diagnosis.
2. Demonstrate knowledge of professional practices and issues within speech-language pathology.
3. Demonstrate knowledge of anatomical structures and physiological processes that support communication and swallowing processes.
4. Demonstrate competency in understanding speech and language development, distinguishing between typical and atypical development across the lifespan.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kgwaltney@westga.edu.

- 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

REQUIRED ATTACHMENTS

ATTACH the the following required documents by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from [here](#), and upload.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting template](#) and attach to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map template](#) and attach to this proposal.

Program Map* I have attached the Program Map.

USGBOR One Step Proposal* I have attached the USGBOR One Step Proposal.
 N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

Assessment Plan* I have attached the Assessment Plan.
 N/A - Assessment Plan is not required (minor is a part of an existing major).

Curriculum Map Assessment* I have attached the Curriculum Map.

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

SEED - 6270 - Technology in the Math and Science Class

2023-2024 Graduate New Course Request

General Information

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Desired Effective Semester*

Desired Effective Year*

Routing Information

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School/ Department*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an academic department? Yes No *

Is this a College of Education course? Yes No

Does this course belong solely to the Graduate School? Yes No

Course Information

Course Prefix*

SEED

Course Number* 6270

Course Title* Technology in the Math and Science Class

Course Type*

Secondary Education

Catalog Course Description*

The purpose of this course is to explore the use of technology in math and science classrooms. The course will promote best practices for integrating technology into the math and science classroom.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 3

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation? Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* N/A

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum Terminology/Icon Guide](#).

Prerequisites None

Concurrent Prerequisites None

Corequisites None

Cross-listing None

Restrictions None

Status* Active-Visible Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

Grading*

Type of Delivery (Select all that apply)*

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

Justification and Assessment

What is the rationale for adding this course?* This course has been taught during the Fall of 2021 and Fall 2022 under the SEED 6285 special topics course designation. The course has proven to be beneficial and popular with our students and appropriately needs it's own course number.

Student Learning Outcomes*

1. Describe best practices for integrating technology in mathematics and science classrooms.
2. Identify concepts, skills, and/or lesson plans that could be adapted to include technology tools, resulting in increased student learning.
3. Apply professional literature focused on the use of technology in mathematics and science classrooms into lesson plans.
4. Debate the importance and effectiveness of using technology to teach mathematics and science concepts and skills.
5. Evaluate lesson plans that include technology as a learning tool in secondary mathematics and science for correct pedagogical approaches.
6. Examine various technology tools and assess their appropriateness to your teaching practice.
7. Recognize technology tools that might not be appropriate for your content area.
8. Explain the importance of integrating technology in secondary mathematics and science classrooms.
9. Propose a plan for integrating technology in your class.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number**, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 18-25

Will this course have special fees or tuition required?* Yes
 No

If yes, what will the fee be?* N/A

Fee Justification

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

Instructional Technology Non-Degree Program

2023-2024 Graduate Revise Program Request

Introduction

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If you have any questions, please email curriculog@westga.edu.

****CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM****

- Modifications (Check all that apply)***
- Program Name
 - Track/Concentration
 - Catalog Description
 - Degree Name
 - Program Learning Outcomes
 - Program Curriculum
 - Other

If other, please identify.

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department *

Is this a School of Nursing or School of Communication, Film and Media course? * Yes No

Is this a College of Education Program? * Yes No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below. * Yes No

[List of Faculty Senate Action and Information Items](#)

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program * Program Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program ID - DO NOT EDIT* 21

Program Code - DO NOT EDIT 21

Program Type* Educator Certification

Degree Type* Post Master's Certificate

Program Description* The Non-Degree Program in Instructional Technology is for students who wish to add certification in Instructional Technology but do not wish to earn another advanced degree. The certification is relevant to teachers and other school personnel employed in Georgia who already hold at least a Level 5 Certification with the Georgia Professional Standards Commission.

Status* Active-Visible Inactive-Hidden

Program Location* Online

Curriculum Information

Instructional Technology Educator Certification

IT Certification Courses - (9 hrs)

MEDT 7464 Designing Technology Enhanced Instruction

MEDT 7490 Visual and Media Literacy for Teaching and Learning

MEDT 7476 Assessing Learning in Technology-Enhanced Instruction

[After] * (not offered in summers; Prerequisites: MEDT 7464 or MEDT 7461)

[After] Students must pass the GACE Content Assessments for IT if they seek certification.

Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification.

The course MEDT 7476 is not offered in summer semesters

IT Focused Core (3 hrs)

MEDT 7468 Instructional Multimedia Design and Development

MEDT 7266 Comprehensive Exam for M.Ed. or Non-Degree IT

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact curriculog@westga.edu for further instruction.**

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the  and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  and proceed.

Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* Removal of Non-Degree SLM Option: We have transitioned the Non-Degree SLM option existing within this program to a Certificate Program. We want to remove the non-degree option so that all students can route through the Certificate Option.

Program of Study changes: Currently, our IT Certification classes across degree programs are inconsistent. When we aligned to the new Georgia Professional Standards Commission IT standards, we aligned the standards to the same courses across all degree programs (MEDT 7464, MEDT 7490, and MEDT 7476). For this reason, we request changing the Instructional Technology Certification segment of the Program to reflect these courses. We would add an additional IT Focused Core, which will include MEDT 7468. The purpose of this change is to make the IT Certification courses consistent across all degree programs!

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format. N/A

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kgwaltney@westga.edu

- Please select all that apply.***
- This change affects 25-49% of the program's curriculum content.
 - This change affects 25-49% of the program's length/credit hours.
 - This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - This change affects 50% or more of the program's curriculum content.
 - This change affects 50% or more of the program's length/credit hours.
 - This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - None of these apply

- 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

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting template](#) and attach to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map template](#) and attach to this proposal.

- Program Map*** I have attached the Program Map/Sheet.
 N/A - I am not making changes to the program curriculum.

- Assessment Plan*** I have attached the Assessment Plan.
 N/A

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods

2023-2024 Graduate Revise Program Request

Introduction

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****CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM****

- Modifications (Check all that apply)***
- Program Name
 - Track/Concentration
 - Catalog Description
 - Degree Name
 - Program Learning Outcomes
 - Program Curriculum
 - Other

If other, please identify. Admission Requirements

Desired Effective Semester* Summer

Desired Effective Year* 2023

Routing Information

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School/ Department *

Is this a School of Nursing or School of Communication, Film and Media course? * Yes No

Is this a College of Education Program? * Yes No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below. * Yes No

[List of Faculty Senate Action and Information Items](#)

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program * Program Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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Program Name
Program Description

Program ID - DO NOT EDIT* 21

Program Code - DO NOT EDIT 21

Program Type* Certificate

Degree Type* Certificate

Program Description* The Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods focuses on the design of research studies, measurement of variables, data analysis, and formulation of models. Includes instruction in experimental, quasi-experimental, and case study methods; historical research; participant observation; questionnaire design; sampling theory; and statistical methods.

Learning Outcomes

Certificate students will demonstrate the knowledge and understanding of:

Develop data collection instruments and procedures appropriate for specific research projects

Show specific knowledge in at least one sphere of program evaluation

Be able to apply qualitative and quantitative research techniques

Admissions

All graduate applicants must complete the online Grad Application and pay the one-time application fee.

The application should include the following:

1. Official transcripts from a regionally or nationally accredited institution (a minimum 2.5 cumulative undergraduate GPA on a 4.0 scale is required), and
2. A statement of purpose describing the reasons for seeking a Data Analysis and Evaluation Methods certificate.

Students already admitted to a graduate program at the University of West Georgia do not need to submit the application form. They should consult with their advisor and the coordinator of the certificate program and inform the Registrar of the intention to pursue the Certificate in Data Analysis and Evaluation Methods.

International applicants are subject to additional requirements and application deadlines. See Procedures for International Students.

Status* Active-Visible Inactive-Hidden

Program Location* Carrollton

Program of Study

The Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods requires the completion of 15 semester hours of graduate credit.

Foundation course:

CRIM 6013 Social Research
[Right] (or)

SOCI 6013 Social Research
POLS 6202 Research Methods for Public Administration

One course in program evaluation:

CRIM 6275 Planning and Evaluation
[Right] (or)

SOCI 6275 Planning and Evaluation
[After] (and)

POLS 6204 Public Policy Analysis and Program Evaluation

Two courses in research methods:

SOCI 6613 Qualitative Research
SOCI 6660 Institutional Ethnography
[After] **CRIM 6015 - Managing Data**

SOCI 6003 Advanced Statistics for Sociology
POLS 6202 Research Methods for Public Administration
GEOG 5551 Introduction to GIS and Mapping Science
EDRS 6303 School-Based Research Methods
ECON 6430 Business Forecasting
ECON 6485 Special Topics in Economics

One elective in your area of interest or expertise:

Education, planning, child development, nonprofit management, public administration, social or environmental policy, nursing, sociology, or criminology.

Note:

Students enrolled in the data analysis and evaluation methods program may use certificate courses toward the completion of MA degrees in Sociology or Criminology. Since both programs regularly teach these courses, no additional courses are required to support the certificate program. Both majors allow six credits outside of the discipline to count toward the major and an additional three with head of graduate studies approval. Also, students seeking the certificate in conjunction with other MA degree programs must consult their graduate advisor to ensure that they are on track to meet degree requirements.

PROGRAM CURRICULUM

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In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* The certificate program has been recently transferred from the College of Social Sciences to the College of Education and has an interdisciplinary focus. Therefore, we want to revise the admission requirements to make the program more inclusive and attractive for all UWG students as well as external applicants. Current admission criteria specify that graduate students in the College of Social Sciences should only submit the application form. We want to allow University of West Georgia graduate students to pursue the certificate without submitting an application form. We also want to remove, for all applicants, the requirement of submitting three letters of recommendation to avoid the inherent delays in the application process.

Current admission guidelines state that:

- 1) To apply to the program, a student is ordinarily expected to have a degree in sociology or a related discipline. Applicants for graduate study in sociology must have:
- 2) 2.5 cumulative undergraduate GPA on a 4.0 scale
- 3) Submit a statement of purpose that includes reasons for seeking a certificate in Data Analysis and Evaluation Methods
- 4) 3 letters of recommendation
- 5) Students who have successfully been admitted to an MA or PhD program in the College of Social Sciences only have to submit an application form.

We want to change the admission criteria as follows:

- 1) Transcripts from higher education institutions attended.
- 2) A minimum 2.5 cumulative undergraduate GPA on a 4.0 scale.
- 3) A statement of purpose describing the reasons for seeking a certificate in Data Analysis and Evaluation Methods.
- 4) Students already admitted to a graduate program at the University of West Georgia do not need to submit the application form. They should consult with their advisor and the coordinator of the certificate program and inform the Registrar of the intention to pursue the Certificate in Data Analysis and Evaluation Methods.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kgwaltney@westga.edu

- Please select all that apply.***
- This change affects 25-49% of the program's curriculum content.
 - This change affects 25-49% of the program's length/credit hours.
 - This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - This change affects 50% or more of the program's curriculum content.
 - This change affects 50% or more of the program's length/credit hours.
 - This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - None of these apply

- 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

- Change in credit hours required to complete the program
- None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documents| by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as **one** document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting template](#) and attach to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map template](#) and attach to this proposal.

- Program Map*** I have attached the Program Map/Sheet.
 N/A - I am not making changes to the program curriculum.

- Assessment Plan*** I have attached the Assessment Plan.
 N/A

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

NURS - 6122 - Health Systems Leadership Clinical Nurse Leader Practicum I

2023-2024 Graduate Revise Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

- Proposed Modifications (Check all that apply)***
- Course Title
 - Prerequisites/Co-requisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes
 - Restrictions
 - Frequency of Course Offering
 - Grading Structure
 - Course Fee
 - Repeat for Credit
 - Other

If other, please identify.

Desired Effective Semester*

Desired Effective Year*

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department *

Is this a School of Nursing or School of Communication, Film and Media course? * Yes No

Is this a College of Education course? * Yes No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below. * Yes No

[List of Faculty Senate Action and Information Items](#)

Course Information

NOTE: The fields below are imported from the catalog. **Edits must be made in these fields in order for the changes to be updated correctly in the catalog.**

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Title* Health Systems Leadership Clinical Nurse Leader Practicum I

Long Course Title Health Systems Leadership Clinical Nurse Leader Practicum I

Course Type - DO NOT EDIT*

Catalog Course Description* This course is a practicum designed to demonstrate competencies of the various roles of the CNL.

Prerequisites * Prerequisite: NURS 6104 and NURS 6105 and NURS 6106

Corequisites* NURS 6124

Frequency - How many semesters per year will this course be offered?

Grading

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs 0

Credit Hrs 2

Lab Hrs 10

Status* Active-Visible Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation?*

- Yes
- No

If yes, indicate maximum number of credit hours counted toward graduation.* N/A

Justification and Assessment

What is the rationale for the requested course changes?* AACN requirement of increased 500 hours of clinical time and this course covers a portion of these 500 hours.

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) **Syllabus** - Please attach both the old and new syllabus clearly marking each as such and upload as **one** document.

Please ensure it's the correct syllabus (e.g., **correct course prefix and number**, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the syllabus.
 N/A

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 10

Are you making changes to the special fees or tuition that is required for this course?*

- Yes
- No

If yes, what will the fee be?*

N/A

Fee Justification* N/A

Administrative Use Only - DO NOT EDIT

Course ID* 21

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

NURS - 6123 - Health Systems Leadership Clinical Nurse Leader Practicum II

2023-2024 Graduate Revise Course Request

General Information

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- Proposed Modifications (Check all that apply)***
- Course Title
 - Prerequisites/Co-requisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes
 - Restrictions
 - Frequency of Course Offering
 - Grading Structure
 - Course Fee
 - Repeat for Credit
 - Other

If other, please identify. lab/clinical hour ratio increased

Desired Effective Semester*

Desired Effective Year*

Routing Information

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Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department *

Is this a School of Nursing or School of Communication, Film and Media course? * Yes No

Is this a College of Education course? * Yes No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below. * Yes No

[List of Faculty Senate Action and Information Items](#)

Course Information

NOTE: The fields below are imported from the catalog. **Edits must be made in these fields in order for the changes to be updated correctly in the catalog.**

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Title* Health Systems Leadership Clinical Nurse Leader Practicum II

Long Course Title Health Systems Leadership Clinical Nurse Leader Practicum II

Course Type - DO NOT EDIT*

Catalog Course Description* This course is an immersion experience in the role of the clinical nurse leader. Opportunities are provided to integrate theory, research, and evidence-based practice in a clinical microsystem through completion of capstone project.

Prerequisites * Prerequisite: NURS 6122 and NURS 6124

Corequisites* NURS 6125

Frequency - How many semesters per year will this course be offered?

Grading

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs 0

Credit Hrs 5

Lab Hrs 25

Status* Active-Visible Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation?*

- Yes
 No

If yes, indicate maximum number of credit hours counted toward graduation.*

1

Justification and Assessment

What is the rationale for the requested course changes?*

Certification requirements increased clinical hours to 500 total for the program. The ratio was increased from 4:1 to 5:1.

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking + in the top right corner.

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* I have attached the syllabus.
N/A

Resources and Funding

Planning Info* Library Resources are Adequate
Library Resources Need Enhancement

Present or Projected Annual Enrollment* 5

Are you making changes to the special fees or tuition that is required for this course?*

- Yes
 No

If yes, what will the fee be?*

no changes

Fee Justification* No changes

Administrative Use Only - DO NOT EDIT

Course ID* 21

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

Master of Public Administration, M.P.A.

2023-2024 Graduate Revise Program Request

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Welcome to the University of West Georgia's curriculum management system.

Your **PIN** is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

****CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM****

- Modifications (Check all that apply)***
- Program Name
 - Track/Concentration
 - Catalog Description
 - Degree Name
 - Program Learning Outcomes
 - Program Curriculum
 - Other

If other, please identify. Admission Policy Change

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department *

Is this a School of Nursing or School of Communication, Film and Media course? * Yes No

Is this a College of Education Program? * Yes No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below. * Yes No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program * Program Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name * Master of Public Administration, M.P.A.

Program ID - DO NOT EDIT* 21

Program Code - DO NOT EDIT 21

Program Type*

Degree Type*

Program Description* The Master of Public Administration (M.P.A.) degree program is designed to educate current (in-service) and future (pre-service) public service leaders with ethical behavior and professional competencies that promote public service values extending from UWG's values of achievement, caring, collaboration, inclusiveness, innovation, integrity, sustainability, and wisdom. The program prepares students with the knowledge and skills to advance the public interest through teaching, research, and service to the community. The M.P.A. program is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

Overall Learning Outcomes

Students will be able to:

Demonstrate effective leadership and management skills.

Assess the political, economic, and legal nature of the policymaking process and its implications on the work of public managers.

Synthesize, analyze, and apply theories and principles of public administration and management to solve problems in public and nonprofit organizations.

Articulate and apply a public service perspective.

Apply qualitative and quantitative data analysis skills for public and community problem solving and decision-making.

Communicate and interact effectively in an environment of changing demographics, evolving technology, and diverse perspectives.

All of the MPA courses are available online.

Graduate Assistant positions are available to students who qualify.

Regular Admission

Applicants must hold an undergraduate degree from an accredited college or university. Students with any undergraduate major may apply. Those students with no prior public administration education or public service experience will be required to take POLS 5200 - Principles of Public Administration. This course does not count toward the 36 hours required for the degree.

Admission will be based on the M.P.A. Committee's evaluation of four factors: (1) A minimum 2.5 cumulative grade average (GPA) equivalent on a 4.0 scale is required, (2) Two letters of recommendation from former professors or from job supervisors, (3) A personal statement that describes the applicant's work experience, professional goals, the reasons they have chosen this program, why they want to attend UWG, and how the MPA program will help the applicant achieve the goals, and (4) A current resume

Status* Active-Visible Inactive-Hidden

Program Location*

Program of Study

The M.P.A. degree is a professional program requiring the completion of 36 semester hours of graduate credit. While an exit paper is required, the program is a non-thesis program. The curriculum for the M.P.A. degree places major emphasis upon courses in the area of public administration and policy. All pre-service students will be required to substitute an internship for 3 hours of the elective track. The program is built on three tiers of course work:

The Professional Core (21 hours):

All students must complete the professional core. The courses in the core are:

- POLS 6200 Public Budgeting and Financial Management**
- POLS 6201 Theory of Public Administration and Ethics**
- POLS 6202 Research Methods for Public Administration**
- POLS 6203 Public Organizational Theory**
- POLS 6204 Public Policy Analysis and Program Evaluation**
- POLS 6205 Administrative Law and Procedures**
- POLS 6206 Public Human Resource Management**

The Elective Track (12 hours):

With the approval of the program advisor, each student must select 12 hours beyond the core courses. The track courses may be taken from any graduate program in the University. Generally, electives should form a coherent whole. Examples of track emphasis include, nonprofit management, public management, disaster/emergency management and particular areas of public policy. Those students with no experience in government or non-profit management are required to take a three hour PA internship (POLS 6286) in lieu of one elective course.

- POLS 6286 Public Administration Internship**

Comprehensive Research Project (3 hours):

This research project (also called "Exit Paper") is taken at the completion of the students' degree program. The exit paper can take several forms, but typically providing an analysis of public administration/policy issues and nonprofit sector issues. Students also may analyze an actual problem which confronts the student's agency, describe the problem-solving approach taken, and evaluate the supportive evidence for the decision made. Finally, the paper can also evaluate linkages between the internship or work experience, classroom experiences, and public administration literature. Papers may also reflect other research dealing with an issue or problem relating to public administration. An oral defense of the paper before each student's committee is required.

POLS 6287 Comprehensive Research Project

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact curriculog@westga.edu for further instruction.**

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the  and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  and proceed.

Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* The current Admission Policy (from the Catalog):

"Admission will be based on the M.P.A. Committee's evaluation of five factors: (1) A minimum 2.5 cumulative grade average (GPA) equivalent on a 4.0 scale is required, (2) Two letters of recommendation from former professors or from job supervisors, (3) A minimum total score of 291 (combining Verbal and Quantitative) on the Graduate Record Examination (GRE). However, the following are eligible for a GRE Waiver: a. Applicant with an earned graduate degree from an accredited institution, b. Applicant with an earned undergraduate degree with an overall GPA of 3.0 or higher from an accredited institution, c. Applicant with an earned undergraduate degree with an overall GPA of 2.75 from an accredited institution and at least 3 years professional, full-time, public sector or nonprofit career experience, d. Applicant with a public or nonprofit work experience of at least 7 or more years in a full-time, relevant supervisory position, (4) A personal statement of about 1,000 words that describes the applicant's work experience, professional goals, the reasons they have chosen this program, why they want to attend UWG, and how the MPA program will help the applicant achieve the goals, and (5) A current resume"

The changes and justifications of the admission policy:

The program wants to modify two requirements in the current policy: GRE scores and the length of the personal statement. Many other MPA programs have already removed the GRE requirement, and this trend is expected to continue. By removing this requirement, the program can remain competitive. In particular, most MPA students have already been in service for several years after graduating from their undergraduate degrees. Requiring the GRE as part of the admission process may create an additional burden for these students when applying to the program. In addition, we want to remove the length requirement of "1000 words." Removing the minimum length requirement allows applicants to tailor their statements to what they want to say, rather than trying to meet a specific length. It also allows for more flexibility in the application process, making it easier for applicants to apply. The quality of the personal statement is more important than the length.

The new proposed policy:

Admission will be based on the M.P.A. Committee's evaluation of four factors: (1) A minimum 2.5 cumulative grade average (GPA) equivalent on a 4.0 scale is required, (2) Two letters of recommendation from former professors or from job supervisors, (3) A personal statement that describes the applicant's work experience, professional goals, the reasons they have chosen this program, why they want to attend UWG, and how the MPA program will help the applicant achieve the goals, and (4) A current resume

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kgwaltney@westga.edu

- Please select all that apply.***
- This change affects 25-49% of the program's curriculum content.
 - This change affects 25-49% of the program's length/credit hours.
 - This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - This change affects 50% or more of the program's curriculum content.
 - This change affects 50% or more of the program's length/credit hours.
 - This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - None of these apply

- 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

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documents| by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as **one** document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting template](#) and attach to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map template](#) and attach to this proposal.

- Program Map***
- I have attached the Program Map/Sheet.
 - N/A - I am not making changes to the program curriculum.

- Assessment Plan***
- I have attached the Assessment Plan.

 N/A

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

Addendum VI

FACULTY HANDBOOK

University of West Georgia

Please see the text in blue font, highlighted yellow, for the changes made by the FDC during September 2022 and April, 2023. (Text in red font was approved by the Senate in 2022.)

[FDC Draft 3 in Response to USG-Mandated Policy Changes Presented to the Faculty Senate as a Action Item on Friday, June 10, 2022.

NOTES:

- 1) This version incorporates feedback provided to the FDC by faculty at the March 18, 2022 Senate meeting and/or conveyed via UWG email; it also incorporates changes requested by Provost Dr. Preston.
- 2) This version *additionally* incorporates and responds to requests for changes from the USG/Dr. Stuart Rayfield, conveyed to Patrick Erben by Dr. Preston.
- 3) The committee used non-binary pronouns in all new policy language crafted for this revision; for consistency, the committee has also adopted non-binary language for the rest of the Handbook.

[Red Font: New and Revised Language; ~~strikethrough black font~~: struck/deleted language from existing UWG Handbook]

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Foreword

University of West Georgia is a unit of the University System of Georgia and is governed by the Board of Regents through the Chancellor and Staff of the Central Office of the University System. Details concerning the general policies of the Board of Regents are published periodically in the Board of Regents Policy Manual, University System of Georgia. Information regarding policies adopted for particular institutions or the exact wording of a specific policy is contained in the official minutes of the Board. These documents are available to the faculty and staff upon request.

The University is also governed by statutes which have been approved by the Board of Regents. These statutes contain official statements of general policy, rules, regulations, procedures, organizations, and governance at the University of West Georgia. The Board of Regents retains the power to modify, amend, or repeal the statutes of the University.

A copy of the organizational chart of the University of West Georgia has been inserted into this Handbook.

This handbook is a compilation of general policies and procedures which affect the professional activities of the faculty and staff at the University of West Georgia.

This handbook and its provisions do not constitute an employment contract or agreement, nor any part thereof, between the University and any employee.

The rules and regulations within this handbook are subject to change by appropriate action of the faculty and/or administration. Such changes become effective on the date they are approved by the President of the University.

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Section 100 BASIC POLICIES AND PROCEDURES OF GENERAL APPLICABILITY TO FACULTY

101 Appointment

101.01 General Provisions

101.0101 Recommendations for Appointment

All appointments and reappointments of members of the Faculty shall be made by the President of the University of West Georgia with the approval of the Board of Regents. Recommendations for positions on the General Faculty will, except in the case of Department Chairs, Deans, and Vice Presidents, originate at the level of the Department Chair following a review of applicants by a Search Committee selected by the faculty of the department by whatever means the faculty of the department shall determine. Any committee thus formed and the process by which it is formed must meet the requirements of Board of Regents' policies and any other constraints with which the institution must comply (e.g. Affirmative Action). Recommendations for positions on the General Faculty shall be presented to the Department Chair by the department Faculty Search Committee. The Department Chair shall then present a recommendation through the appropriate deans or directors of activities and then through the Provost and Vice President for Academic Affairs to the President for their consideration. When a search is being conducted to fill the position of a department chair, the Search Committee will channel its recommendations through the Dean. Recommendations for appointments to positions as Dean or Vice President will be made by Search Committees appointed by the President.

101.0102 Employment of Relatives

No individual shall be employed in a department or unit which will result in the existence of a subordinate superior relationship between such individual and any relative of such individual through any line of authority. As used herein, "line of authority" shall mean authority extending vertically through one or more organizational levels of supervision or management. (BOR Minutes, 1989-90, p. 250).

For the purpose of this policy, relatives are defined as husbands and wives, parents and children, brothers, sisters, and any in-laws of any of the foregoing. (BOR Minutes, February 14, 1973. p. 312). ([Section 8.2.3, Board of Regents Policy Manual, University System of Georgia](#)).

101.0103 Nondiscrimination Policy

(see Article V Section 2, *Policies and Procedures*)

101.0104 Appointment Considerations

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Every appointment shall be made solely on the basis of merit and the special qualifications of the individual for the work demanded by the position. For teaching faculty, special considerations shall be given to the candidate's teaching ability; their research ability; their achievements; their successful experience (this must necessarily be waived in the case of beginners otherwise qualified); their desirable personal qualities, judged on the basis of personal interview; their complete biographical data; their recommendations; and their general usefulness or promise to the University. ([Section 8.3.1, Board of Regents Policy Manual, University System of Georgia](#))

101.0105 Determination of Appropriate Rank

The appointee shall be given the appropriate rank according to the criteria outlined in [Section 8.3.1, Board of Regents Policy Manual, University System of Georgia](#) and in Section 101.02 *Faculty Handbook*, University of West Georgia. A Faculty Committee at the departmental level, selected by whatever means the faculty of the department shall determine, will review the professional records of any candidate seeking a position with professorial rank within that department and will make a recommendation to the department chair with respect to the professorial rank to be assigned each candidate. Any committee formed for this purpose and the process by which it is formed must meet the requirements of Board of Regents' policies and any other constraints with which the institution must comply (e.g., Affirmative Action). Department chairs, deans of colleges, directors of activities, and other personnel authorized to recommend initial appointment of faculty members shall be responsible for maintaining equity in rank between faculty being employed and those already serving.

101.0106 Statement of Terms and Conditions of Appointment

The precise terms and conditions of every appointment, including the amount of credit the faculty member will receive toward tenure for prior service at other institutions, shall be stated in writing and be in the possession of both institution and appointee before the appointment is consummated.

101.0107 Verification of Degrees Claimed

It shall be a condition of the initial offer of employment that such employment is contingent upon receipt of official verification of all degrees claimed.

101.0108 Definition of Student Success Activities

The [BOR Academic Affairs Handbook](#) defines the evaluation of the Student Success component as involving “an assessment of the faculty member’s involvement in activities inside and outside the classroom that deepen student learning and engagement for all learners.” Overall, faculty members’ Student Success Activities contribute to the intellectual, academic, and professional growth of prospective, current, and former students. For all reporting and evaluation purposes, faculty and their reviewing peers and/or supervisors should identify Student Success Activities within the categories of Teaching, Service, and Professional Growth and Development. In addition, faculty members may create narratives that coherently describe their Student Success Activities

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and accommodate items not otherwise associated with Teaching, Service, and Professional Growth and Development.

101.02 Minimum Criteria for Appointment

101.0201 To the Rank of Instructor

1. **Teaching.*** If no teaching experiences, potential for effective teaching as revealed by transcripts, recommendations, and personal interview. If experienced, evidence of effective teaching as revealed by recommendations.
2. **Service to Institution.*** Potential for student advising/counseling, community service, committee work, skill in handling teaching routines or other professional duties, and for proper ethical relationship. (See Section 109 and Article V, Section 1, *UWG Statutes*)
3. **Academic Achievement.** Master's degree with plans for further academic advancement. Exception may be made in fields where recognition and achievement are of more significance than receipt of degree.
4. **Professional Growth and Development.*** Definite plans for continued professional study and potential for involvement in professional activities.

***Student Success Activities.** Potential for activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.

101.0202 To the Rank of Assistant Professor

1. **Teaching.*** Demonstration of potential for effectiveness in teaching.
2. **Service to Institution.*** Demonstration of potential for effectiveness, where possible, by successful, collegial service on departmental, school-wide, institutional or system-wide committees.
3. **Academic Achievement.** Terminal degree in discipline or significant recognition and achievement in specialization.
4. **Professional Growth and Development.*** Demonstration of potential for effectiveness in the candidate's discipline.

***Student Success Activities.** Potential for activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.

101.0203 To the Rank of Associate Professor

1. **Teaching.*** Demonstration of significant contributions as a teacher and a strong likelihood of continuing effectiveness in teaching.
2. **Service to Institution.*** Demonstration of significant contributions in such service and a strong likelihood of continuing effectiveness as shown by successful, collegial service on departmental, school-wide, institutional or system-wide committees.
3. **Academic Achievement.** Terminal degree in discipline or extraordinary recognition and

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achievement in specialization.

4. **Professional Growth and Development.*** Demonstration of significant contributions to the candidate's discipline and a strong likelihood of continuing effectiveness.

***Student Success Activities.** Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.

101.0204 To the Rank of Professor

1. **Teaching.*** Demonstration of a clear and convincing record of a high level of sustained effectiveness.
2. **Service to Institution.*** Demonstration of a clear and convincing record of a high level of sustained effectiveness as shown by successful, collegial service on departmental, schoolwide, institutional or system-wide committees.
3. **Academic Achievement.** Terminal degree in discipline or extraordinary recognition and achievement in specialization.
4. **Professional Growth and Development.*** Demonstration of a clear and convincing record of emerging stature as regional, national or international authority within the candidate's discipline, and/or a clear and convincing record of a high level of sustained effectiveness in the candidate's discipline.

***Student Success Activities.** Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.

101.0205 To the Rank of Lecturer

To carry out special instructional functions such as basic skills instruction, an individual may be hired at the rank of lecturer. Not more than 20% of the FTE corps of primarily undergraduate instruction may be lecturers and/or senior lecturers. ([Section 8.3.8.2, Board of Regents Policy Manual, University System of Georgia](#))

1. **Teaching.*** If no teaching experiences, potential for effective teaching as revealed by transcripts, recommendations, and personal interview. If experienced, evidence of effective teaching as revealed by recommendations.
2. **Service to Institution.*** Potential for student advising/counseling, community service, committee work, skill in handling teaching routines or other professional duties, and for proper ethical relationship. (See Section 109 and Article V, Section 1, UWG Statutes)
3. **Academic Achievement.** Master's degree with plans for further academic advancement. Exception may be made in fields where recognition and achievement are of more significance than receipt of degree.
4. **Professional Growth and Development.*** Definite plans for continued professional study and potential for involvement in professional activities.

***Student Success Activities.** Potential for activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.

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101.0206 To the Rank of Senior Lecturer

Initial hiring at the rank of senior lecturer is discouraged.

102 Reappointment

102.01 Tenured Faculty

All tenured faculty members employed under written contract for the fiscal or academic year of two semesters who do not wish employment with the University for a subsequent fiscal or academic year shall give written notice of their intention to resign to the President postmarked no later than February 1, immediately preceding the expiration of the contract period. ([Section 8.3.4.1, Board of Regents Policy Manual, University System of Georgia](#))

102.02 Non-Tenured Faculty

102.0201 The Probationary Period

- A. The substantive and procedural standards generally employed in decisions affecting renewal of appointments, promotion and tenure are published in this Handbook. When a new faculty member is employed, the department chair will ensure that the new faculty member receives a copy of this Handbook as well as the written program and/or departmental promotion and tenure policies and procedures and is referred to the web site <https://www.westga.edu/administration/vpaa/assets/docs/faculty-handbook.pdf>. **Specific promotion and tenure policies must be established at the program or department level depending on which unit corresponds with the faculty member's academic discipline.** These specific department policies **must establish discipline-specific expectations and thus may** be more precise than the institution-wide criteria delineated herein, but they must generally conform to them. Program/department promotion and tenure policies must be developed by the tenured program/department faculty members in consultation with the department chair and the appropriate college dean or Dean of Libraries. If there are fewer than three tenured faculty members in a program or department, the appropriate Dean, in consultation with the department chair and the faculty members in the department, shall appoint a sufficient number of tenured faculty members from similar disciplines outside that department to develop these departmental policies, so long as a majority of those who develop these policies are not department chairs. These policies must have the approval of the Provost and Vice President for Academic Affairs. It is the responsibility of the individual faculty member to be aware of these policies and expectations.
- B. Pre-Tenure Review. Assistant professors in their third year (or those serving a full probationary period regardless of professorial rank) are required to have a pre-tenure review completed by the end of the second semester of the third year. Effective Fall 2018, dossiers must be submitted electronically in a format approved by the Provost. The reviewing committee shall be composed exclusively of tenured faculty members (no fewer than three) of

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the department, selected by the faculty of the department by whatever means the department shall determine. If there are fewer than three tenured faculty members in a department, the appropriate dean, in consultation with the department chair and the faculty members in the department, shall appoint a sufficient number of tenured faculty members from similar disciplines outside that department to constitute this committee. No department chair may serve on a Pre-Tenure Review Committee. This committee shall thoroughly and comprehensively review the individual's achievements and performance in light of the department's promotion and tenure policies. The Pre-Tenure Review Committee will report its findings to all tenured faculty members of the department, to the department chair and to the dean. The report will state in writing whether progress toward promotion and/or tenure is sufficient at this time. At a minimum, the pre-tenure review report should include a substantive evaluation of the faculty member's progress and/or qualifications in the following four areas: (a) teaching, (b) service, (c) professional growth and development, and (d) academic achievement, ~~including (the appropriate academic degree[s]), and student success activities folded into the first three.~~ In addition, the department chair and the dean will each provide a separate written report regarding the faculty member's progress toward promotion and/or tenure. The faculty member under review shall receive written copies of the reports prepared by the Pre-Tenure Review Committee, the department chair, and the dean. The faculty member is encouraged to reply to the reports. Progress judged toward promotion and/or tenure in this report does not guarantee a favorable or unfavorable recommendation later on.

- C. In any year, a department may recommend whether or not to extend a contract to a nontenured faculty member. This recommendation shall be made by the department chair in consultation with the tenured faculty members in the program or department. Recommendations for reappointment of faculty members shall be presented through the appropriate administrative channels to the President for their consideration, so long as administrators under consideration for reappointment do not make recommendations with respect to their own status as faculty members.

102.0202 Notification

By or before the beginning of the contract year, the President shall, in writing, advise all nontenured faculty members and other non-tenured personnel employed under written contract (except those who are in their first year of employment) whether an employment contract for the succeeding academic year will be offered to them. Such written notice shall be delivered by hand or by certified mail to the addressee only. Notice of the intention to renew or not to renew a non-tenured faculty member shall be furnished in writing according to the following schedule:

1. at least three months before the date of termination of an initial one-year contract;
 2. at least six months before the date of termination of a second one-year contract;
 3. at least nine months before the date of termination of a contract after two or more years of service in the institution.
- B. Non-tenured faculty and other non-tenured personnel employed under written contract shall be employed only for the term specified in their contracts, and subsequent or future employment, if any, shall result solely from a separate offer and acceptance requisite to execution of a new and distinct contract. ([Section 8.3.4.2, Board of Regents Policy Manual](#).)

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103 Procedures and Criteria for Promotion and Tenure

103.01 Foreword

These procedures are designed to select those persons in the University qualified for promotion and tenure.

The number of faculty members who advance in rank and/or achieve tenure is dependent on various factors, several of which are beyond the control of the University of West Georgia. The external factors include the following: the Board of Regents, which must maintain a sound and equitable structure within the University System; financial appropriations; appointments of new faculty members; and resignations or retirement of faculty members within departments.

Beyond these factors, advance in rank shall be controlled within the University by an annual promotion recommendation system, which shall promote qualified members to advanced professional positions. Promotions in rank are based on merit and are not automatic. The University approves faculty for promotion in accordance with [Section 8.3.6, Board of Regents Policy Manual, University System of Georgia](#). The University approves faculty for tenure in accordance with [Section 8.3.7, Board of Regents Policy Manual, University System of Georgia](#), which includes a comprehensive statement of tenure policies in the University System. The annual promotion recommendation system shall also apply to tenure recommendations. In recognition of professional achievement and service, tenure shall be extended to ensure academic freedom in teaching and research.

Tenure is the keystone for academic freedom; it is essential for safeguarding the right of free expression and for encouraging risk-taking inquiry at the frontiers of knowledge. Both tenure and academic freedom are part of an implicit social compact which recognizes that tenure serves important public purposes and benefits society. The people of Georgia are best served when faculty are free to teach, conduct research, and provide service without fear of reprisal and to pursue those activities with regard for long term benefits to society rather than short term rewards. In return, the faculty has the responsibility of furthering the institution's programs of research.

The annual promotion recommendation system shall be administered according to the procedures herein established.

If there exists a significant conflict of interest, no person with such a conflict may participate in promotion and/or tenure recommendations; advisement of candidates; and/or preparation of materials. All personal and professional conflicts of interest must be revealed and reviewed. Such conflicts of interest include, but are not limited to, personal and professional interactions and relationships that would preclude dispassionate and disinterested recommendations and correct, complete, and unbiased participation in these matters. Spouses, immediate family members, and colleagues with an intimate personal relationship with a candidate are explicitly prohibited from

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participation. (This paragraph also applies to any and all recommendations made during the probationary period. See Section 102.0201)

103.02 Procedures

By the end of the first week of fall semester classes, the Provost and Vice President for Academic Affairs shall establish the date by which recommendations shall be submitted at each level of the promotion/tenure process. Any faculty member who meets the criteria for promotion and tenure established herein and who desires to be considered shall submit an electronic dossier to their department chair, library supervisor, or other designated supervisor (in the absence of a department chair). Effective Fall 2018, dossiers must be submitted electronically in a format approved by the Provost. Department chairs or supervisors shall see that dossiers are organized uniformly according to the appropriate criteria specified. Each dossier shall include, at a minimum, the following:

- a curriculum vitae appropriate to the candidate's discipline;
- the Student Evaluations of Instruction as specified in Section 103.06; any letters of recommendation which the department chair has received; and
- reprints of scholarly publications or other evidence of scholarly or creative work.

The promotion/tenure process shall include reviews at the levels of both the Department and the College or School, except in those units without academic departments, which may choose a single-level process. Given the diverse nature of academic disciplines and the rigorous professional standards associated with each, programs or departments **may must** formulate specific criteria appropriate to their discipline. ~~If a department specifies unique criteria,~~ Such criteria must be in written form and approved by the governing body of the College, the Dean, and the Provost. Program or department criteria must be made immediately available to candidates after their approval. Such approved department criteria must be made available to candidates at their point of entry into UWG, and reinforced during periodic pre-tenure / promotion reviews; they must also be included as part of a candidate's dossier at each subsequent level of review. Program or departmental criteria must not conflict with University criteria. Each subsequent level of review must consider the dossier in terms of these stated criteria, thus ensuring that candidates are considered in the professional contexts of both their discipline and of the University.

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 tenured faculty members (no fewer than three) selected by the faculty of the program or department by whatever means the program or department shall determine, shall formally review dossiers submitted to the department chair. If there are fewer than three

tenured faculty members in a program or department, the appropriate dean, in consultation with the department chair and the faculty members in the program or department, shall appoint a sufficient number of tenured faculty members from similar disciplines outside that program or department to constitute this committee. 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 they are being considered by the committee. The program- or department-level 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 103.0202.

2. Department Chair

The department chair shall include the faculty committee's written evaluation along with their 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 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 103.0202.

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 103.0205.

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~~ **Arts, Culture, and Scientific Inquiry**, the College of Education, the ~~Richards~~ College of Business, and the ~~University College~~ **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 they are being considered by the committee. Each department shall have representation on the committee **depending on the number of programs within that department** ~~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 **or program** 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 program or 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 their 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

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on at the same time, and all candidates for tenure shall be voted on at the same time.

6. 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 and to keep these on file for a period of ten years.

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 program or 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 or program 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 their 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.

103.0202 Appeal for Reconsideration

Notification of a negative evaluation shall be communicated in writing by the appropriate supervisory level no later than ten University Business Days prior to the required notification to the next level. Any candidate appealing for reconsideration at any level shall, within five University Business Days of the receipt of the report, state in writing the grounds for their request. The appeal shall include any additional pertinent material.

Within five University Business Days of receipt of an appeal, the party to whom the appeal has been made shall carefully re-evaluate the candidate's dossier in light of the written appeal. The results of the re-evaluation shall be communicated to the candidate in writing within five University Business Days. This re-evaluation shall be made in accordance with the procedure established for initial consideration at this level and shall replace this party's previous evaluation in the candidate's dossier. The dossier will then proceed to the next level. The candidate may withdraw the dossier at any point in the process.

103.0203 Promotion in Professorial Rank of a Member of the Administrative Staff

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.

103.03 Time Limits and Minimum Criteria for Promotion

103.0301 Time Limits—Promotion

The institutional timeline for the review of faculty for promotion must be considered by early February of a given academic year in order to meet the data entry deadline of the end of February for the annual report to the Board of Regents.

A Lecturer may serve in rank six years. Reappointment after six consecutive years of service will be permitted only if the lecturer has demonstrated exceptional teaching ability and extraordinary value to the institution. Lecturers who have served for a period of at least six years at the

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University of West Georgia may be considered for promotion to Senior Lecturer if they have met criteria for Senior Lecturer.

An Instructor may serve in rank a maximum of seven years. They should be considered for promotion as soon as they have met criteria for Assistant Professor. To be considered for tenure-track appointment at the assistant professor level, [Section 8.3.7.6](#) and [8.3.8](#) *Board of Regents Policy Manual, University System of Georgia*, should be applied regarding years of service.

An Assistant Professor is eligible for and may be reviewed for promotion in rank during their fifth year of service in their current rank at the University of West Georgia. A maximum of three (3) years' credit toward the minimum probationary period may be allowed for service in tenure track positions at other institutions. If recommended for promotion, the new rank will go into effect at the beginning of the next contract period. Recommendations for promotion are not normally considered for individuals who are currently on leaves of absence.

An Associate Professor is eligible for and may be reviewed for promotion in rank during their fifth year of service in their current rank. A maximum of three (3) years' credit toward the minimum probationary period may be allowed for service in tenure track positions at other institutions. If recommended for promotion, the new rank will go into effect at the beginning of the next contract period. Recommendations for promotion are not normally considered for individuals who are currently on leaves of absence

Under special circumstances, faculty who are performing significantly above the expectations for their current rank may be considered for "early" promotion. Early promotion may only be considered according to the following time table:

- For early promotion from Lecturer to Senior Lecturer, faculty must have served a minimum of three years as a Lecturer
- For early promotion from Instructor to Assistant Professor, faculty must have served a minimum of three years as an instructor
- For early promotion from Assistant Professor to Associate Professor, faculty must have served a minimum of four years as an Assistant Professor
- For early promotion from Associate Professor to Full Professor, faculty must have served a minimum of four years as an Associate Professor

At research and comprehensive universities, faculty may be considered for "early" promotion with less than the required minimum years of service in rank listed above. However, these cases require strong justification and approval by the president.

The granting of promotion in rank by the university recognizes the significance of a faculty member's contribution to the institution and his/her enhanced value as a scholar-teacher. Because of this, promotion must be accompanied by a salary increase. If in times of extreme financial crisis such salary increases are suspended, the institution must retroactively apply such promotion increases to individuals who did not receive them at the time of promotion.

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For further questions regarding tenure and promotion please see [Section 4.4, Academic and Student Affairs Handbook, University System of Georgia](#), [Section 4.5, Academic and Students Affairs Handbook, University System of Georgia](#) and [Section 8.3.6, Board of Regents Policy Manual, University System of Georgia](#).

103.0302 Specific Minimum Criteria for Promotion

Foreword. Five criteria are prescribed by [Section 8.3.6.1, Board of Regents Policy Manual, University System of Georgia](#):

1. Excellent teaching and effectiveness in instruction;
2. Noteworthy professional service to the institution or the community;
3. Academic achievement (degree), as appropriate to the rank and the institution's mission; and
4. Continuous professional growth and development, through, for example, research, scholarship, and creative activity; and
5. Noteworthy involvement in student success activities.

In addition to the minimum requirements above, promotion to the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, or experience.

At UWG, the faculty member's student success activities shall be articulated within each of the previous categories; faculty members may also create narratives that coherently describe their student success activities and accommodate items not otherwise associated with teaching, service, and professional growth and development. According to Regents' Policies, noteworthy achievement should be expected in at least three areas. The term "noteworthy" may be defined locally at the program, department or school level. At the University of West Georgia, one of those noteworthy areas must be teaching or student success activities, except in the case of librarians and administrators whose primary tasks are not teaching. For those holding academic rank in the Library, outstanding fulfillment of duties rather than superior teaching shall be the criterion applied although teaching librarians and administrators must supply evidence of excellence in teaching as part of their case for promotion. For employment or promotion to Associate Professor or Professor, all faculty members ~~one~~ must have demonstrated at least some substantive and documented achievement in all ~~four~~ areas.

Four criteria are prescribed by [Section 8.3.6.1, Board of Regents Policy Manual, University System of Georgia](#): 1) Excellent teaching and effectiveness in instruction, 2) noteworthy professional service to the institution or the community, 3) noteworthy research, scholarship, creative activity, or academic achievement (degree), as appropriate to the rank and the institution's mission, and 4) continuous professional growth and development, through, for example, research, scholarship, and creative activity. The faculty member's Student Success Activities shall be articulated within each of the previous categories; faculty members may also create narratives that coherently describe their Student Success Activities and accommodate items not otherwise associated with Teaching, Service, and Professional Growth and Development. According to Regents' Policies, noteworthy achievement should be expected in at least two areas. At the University of West Georgia, one of those "noteworthy" areas must be teaching, except in the case of librarians and administrators whose primary tasks are not teaching.

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For employment or promotion to Associate Professor or Professor, one must have demonstrated at least some substantive and documentable achievement in all four areas. For those holding academic rank in the Library, outstanding fulfillment of duties rather than superior teaching shall be the criterion applied although teaching librarians and administrators must supply evidence of excellence in teaching as part of their case for promotion.

Intertwining of Student Success Activities into Teaching, Service, and Scholarship/Creative Activity, and Professional Development

All faculty achievements (including professional growth, scholarship, creative activities, and service to the institution and/or the community, as well as all teaching/instruction) benefit the students of the University either directly or indirectly. For example, faculty research, scholarship/creative activity, publications, and grants develop the faculty member's discipline-specific knowledge and reputation, from which students benefit inside and outside the classroom. In teaching, students not only benefit from the instruction encompassed by the learning outcomes and curriculum of each course, but further from the mentoring, professionalization opportunities, pedagogical innovations, and extracurricular opportunities a faculty member offers their students. In service, faculty members advance Student Success through a variety of activities such as the development of new courses, committee and senate vetting of course or program modifications, and/or student organization advising.

In addition, any faculty accomplishments raise the profile and reputation of the University and thus increase the value of a student's education and degree throughout their own professional endeavors. Only activities that faculty members develop, implement, and revise to enhance student success must be evaluated and considered; factors outside of faculty members' control, therefore, should not be considered. Faculty are encouraged to iterate intent, implementation, and reflection on their student success activities. The types of activities and evidence listed below are not prescriptive, which means that faculty members do not have to demonstrate success in all or each. Also, academic disciplines and units across campus must develop specific examples of student success activities germane to their area.

As the institution becomes more diverse in the types of programs offered and clientele served, it might reasonably have different levels of expectation for faculty in different programs. All faculty members at the University of West Georgia, however, are expected to participate actively in the intellectual life of their discipline and their profession. This may take the form of professional development activities which involve the practical application of existing knowledge or the creation of new knowledge. All faculty members are expected to have a professional development agenda, to make progress annually in addressing it, and to maintain proper professional ethics. (see Section 109) Below are outlined specific MINIMUM UWG requirements by rank for meeting each criterion:

1. To Be Promoted to Senior Lecturer

1.1. Teaching. * Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1.

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- 1.2. Service.* Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.
- 1.3. Academic Achievement. Graduate degree in discipline.
- 1.4. Professional Growth and Development.* Demonstration of professional development in the candidate's discipline with evidence from the sources listed in section 103.0302.6.

***Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.**

2. To Be Promoted to Assistant Professor

- 2.1. Teaching.* Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1.
- 2.2. Service.* Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.
- 2.3. Academic Achievement. Terminal degree in discipline **or its equivalent in training, ability, experience, or education.**
- 2.4. Professional Growth and Development.* Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline with evidence from the sources listed in section 103.0302.5.3.

***Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.**

3. To Be Promoted to Associate Professor

- 3.1. Teaching.* Demonstration of significant contributions as a teacher and a high level of sustained excellence in teaching with evidence from sources listed in section 103.0302.5.1.
- 3.2. Service.* Demonstration of significant contributions in such service and a strong likelihood of continuing effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.
- 3.3. Academic Achievement. Terminal degree in discipline **or its equivalent in training, ability, experience, or education.**
- 3.4. Professional Growth and Development.* Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline and a strong likelihood of continuing effectiveness with evidence from the sources listed in section 103.0302.5.3.

***Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.**

4. To Be Promoted to Professor

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- 4.1. Teaching.* Demonstration of a clear and convincing record of a high level of sustained excellence with evidence from sources listed in section 103.0302.5.1.
- 4.2. Service.* Demonstration of a clear and convincing record of a high level of sustained effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.
- 4.3. Academic Achievement. Terminal degree in discipline **or its equivalent in training, ability, experience, or education.**
- 4.4. Professional Growth and Development.* Demonstration of a clear and convincing record of emerging stature as regional, national, or international authority within the candidate's discipline, and/or a clear and convincing record of a high level of sustained effectiveness in the candidate's discipline with evidence from the sources listed in section 103.0302.5.3.

***Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.**

5. Acceptable Evidentiary Sources Relevant to Promotion: ~~Each department, school, college, or the Library must specify acceptable additional evidentiary sources for teaching, service, and professional growth and development.~~ **The evidentiary sources listed below are broadly applicable to faculty across the manifold disciplines represented at the University of West Georgia; each program, department, school, college, or the Library must specify acceptable additional evidentiary sources for teaching, service, professional growth and development, and student success activities. Faculty should list and explain in each category which activities contribute to or enhance student success, consistently identifying these by insertion of an asterisk [*] with each Student Success Activity. In addition, faculty may include student success activities that are not embedded in the other categories.** Additional evidentiary sources must be approved by the faculty and the Dean of the respective school or college, the Vice President for Academic Affairs/Provost, and must be published in the academic unit's respective promotion and tenure documents.

5.1. Teaching:*

- 5.1.1. Effectiveness as shown by peer or supervisor evaluation
- 5.1.2. Honors or special recognitions for teaching accomplishments
- 5.1.3. Letters from former students attesting to the candidate's instructional abilities
- 5.1.4. Successful direction of individual student work (e.g., independent projects, theses, exit papers, etc.)
- 5.1.5. Scholarly Teaching (e.g., reading pedagogical literature, attending professional development related to teaching, experimentation with new instructional methods and assessment of effectiveness. For a complete description see [Section 4.7.2, Academic and Student Affairs Handbook, University System of Georgia](#)).
- 5.1.6. Successful development of courses
- 5.1.7. Development of effective curricula and/or instructional methods

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- 5.1.8. Faculty directed student research that complements classroom learning
- 5.1.9. Student evaluations
- 5.1.10. Evidence of student learning such as student self-assessments, pre- and post-test results, external test scores, rubric-based assessments, portfolios, examples of student work, and other relevant discipline-specific evidence.
- 5.1.11. Evidence of teaching that incorporates community-engaged approaches and methods.

5.2. Service:*

- 5.2.1. Successful development of service programs or projects.
- 5.2.2. Effective service-related consultation work or technical assistance.
- 5.2.3. Effective advisement of student organizations.
- 5.2.4. Successful counseling/advising of students.
- 5.2.5. Successful service on local, statewide, regional, national, or international levels in community-service organizations (e.g., committees, boards, panels).
- 5.2.6. Honors, awards and special recognitions for service to the institution or the community.
- 5.2.7. Significant contributions to the improvement of student, faculty or community life.
- 5.2.8. Successful mentoring of colleagues.
- 5.2.9. Collaborating with PK-12 schools, university colleagues, or external agencies to strengthen teaching quality and to increase student learning (as stipulated in [B.O.R. policy 8.3.14](#))
- 5.2.10. Successful service that includes community-engaged approaches and methods.

5.3. Professional Growth and Development:*

- 5.3.1. Scholarly Publications (as determined by the disciplines):
 - a. Books published by peer-reviewed presses
 - b. Other published books related to the candidate’s professional field
 - c. Articles published in refereed journals
 - d. Papers and articles published elsewhere
- 5.3.2. Presentations before learned societies and professional organizations
- 5.3.3. Scholarship of Teaching and Learning (e.g., publications and/or presentations on research conducted in schools or the university classroom that are peer-reviewed. For a complete description see [Section 4.7.2, Academic and Student Affairs Handbook, University System of Georgia](#)).
- 5.3.4. Grants
 - a. Grants received for research, scholarship, or creative activity
 - b. Grants received for curricular development or other academic projects
 - c. Submitted proposals for competitive external grants
- 5.3.5. Honors and awards for research, scholarship, or other creative activities
- 5.3.6. Recognition by professional peers
 - a. Reviews of a candidate’s publications or creative work by persons of recognized competence in the discipline.
 - b. Election or appointment to offices in professional organizations, successful

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committee work and important service to state, regional, national or international professional associations and learned societies, including editorial work.

- c. Receipt of competitively awarded fellowships, or selective admission to seminars related to one's discipline, scholarship, and/or creative activities.
 - d. Successful performances in significant recitals or productions in which such performances are invited or selected after competitive review.
 - e. Other performances related to academic field.
 - f. Exhibitions of creative works in which such works are invited or selected after competitive review.
 - g. Non-refereed exhibitions.
 - h. Membership on editorial boards, juries judging art works, or juries auditioning performing artists.
 - i. Development of scholarly applications of technology, e.g., laboratory devices, computer software packages or programs, videotapes, etc.
 - j. Consultation which involves scholarly application of professional expertise
- 5.3.7. Scholarship that promotes and improves student learning and achievement in PK-12 schools and/or in the university (as stipulated in [B.O.R policy 8.3.14](#))
- 5.3.8. Evidence of scholarship that uses community-engaged approaches and methods.
- 5.3.9. Other as approved by departments and colleges

*5.4 Student Success Activities

The following list of Student Success Activities and associated evidence is not cumulative or exclusive; individual programs or departments should develop more specific lists of activities that further student success both within and across disciplines (thus encouraging interdisciplinary work).

- 5.4.1. Improvements to curriculum, infrastructure, and the enrichment of the campus, community life, and student experience. For example:
 - Developing course-associated service learning.
 - Developing experiential learning programs.
 - Fundraising and grant-writing benefiting student programs.
- 5.4.2. Advising, mentoring and engaging in professional preparatory activities with current and former students.
 - Writing letters of recommendation for scholarships, graduate programs, jobs, etc.
 - Guiding students in career development.
 - Mentoring and/or advising students and student organizations.
- 5.4.3. Organizing/coordinating, consulting, and/or participating in co-curricular and extracurricular activities that contribute to student training and learning.
 - Providing students with access to internships, site visits, and guest speakers.
 - Participating in recruitment events.
 - Helping students prepare for conferences and other professional development activities.
 - Providing students opportunities to perform and/or show their creative work.
- 5.4.4. Academic and professional achievement of current and former students in the faculty

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member's discipline.

- Engaging in and directing of undergraduate research activities (and other high-impact practices).
- Supporting students in applying to graduate school (incl. evidence of graduate school admissions).
- Designing honors-designated courses.

5.4.5. Engaging in professional development and classroom practices related to pedagogical growth and the improvement of classroom effectiveness.

- Pursuing scholarship and other professional development that promotes and improves student learning and achievement.
- Participating in pedagogy conferences, seminars (in-person and/or virtual), and other development activities focused on student success (such as Chancellor's Learning Scholars).
- Participating in and contributing to activities of the Institute for Faculty Excellence.

5.4.6. Others as approved by programs/departments and colleges.

6. Professional Growth and Development for Promotion from to Senior Lecturer:

- 6.1 Significant contributions to continuing education programs for the community or local educators.
- 6.2 Significant contributions to workshops on teaching, pedagogy, or educational technology.
- 6.3 Significant consulting work related to teaching, pedagogy, or educational technology.
- 6.4. Completion of coursework required to obtain or maintain teacher certification.
- 6.5. Completion of graduate coursework in one's primary field beyond the Master's level.
- 6.6. Supervision and training of instructors, teaching assistants, lab assistants, or tutors.
- 6.7. Significant contributions to curricular development.
- 6.8. Academic publications and/or presentations at academic conferences.

7. Format of Promotion and Tenure Submissions

The Provost determines the format of tenure/promotion dossiers and must publish relevant guidelines for the following academic year by no later than April 30th.

103.0303 Probationary Credit Towards Promotion

At the time of an individual's initial appointment, a maximum of three years of probationary credit toward promotion may be awarded for service at other institutions or service in a faculty rank within the institution. In extraordinary cases, research and comprehensive universities may award more than three years probationary credit at initial faculty appointments. Such awards require approval by the President and written notice to the USG Chief Academic Officer. Individuals serving part-time, temporary, or limited term positions are not eligible for probationary credit towards promotion. Without the approval of the President, faculty given probationary credit towards promotion may not use their years of credit toward consideration for early promotion.

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103.04 Minimum Tenure Criteria

103.0401 Foreword

The awarding of tenure is a serious and significant step for both the faculty member and the university. It is not awarded merely on the basis of time in service or minimal effectiveness. Retention throughout a probationary period of service, regardless of faculty academic rank held, is by itself insufficient to guarantee the success of a candidate for tenure. To be eligible for consideration for tenure, a candidate must not only meet the required period of service and the minimum criteria specified below but must also show a history of evaluations that merit the award of tenure. Tenure is awarded to individual faculty members upon evidence of the capacity and likelihood for continued intellectual, scholarly, and professional vitality and a sense of responsibility and dedication to make the continuing exemplary performance of duties a reasonable expectation; and upon evidence of maintenance of proper professional ethics. (See AAUP statement on professional ethics, academic freedom and responsibility in “Academic Freedom, Responsibility and Professional Ethics” in this Handbook.) Protected from arbitrary dismissal and from transient political and ideological currents, the individual faculty member assumes a responsibility to make a continuing effort to achieve the expectations upon which the award of tenure was based. Tenure at the University of West Georgia should be regarded as a most valuable possession, signifying a long-term commitment of resources by the University of West Georgia, matched by the sincere commitment by the faculty member to continued professional growth and achievement. Only assistant professors, associate professors, and professors who are normally employed full-time (as defined by Regents’ Policies) by an institution are eligible for tenure. Faculty members with the rank of Instructor, Lecturer or Senior Lecturer or with adjunct appointments shall not acquire tenure.

The term “full-time” is used in these tenure regulations to denote service on a one hundred percent workload basis for at least two out of three consecutive semesters.

103.0402 Time Limits

1. Tenure may be awarded upon recommendation by the President upon completion of a probationary period as outlined in [BOR 8.3.7.4](#).
2. A faculty member may request a one year extension per qualifying event of the tenure/promotion/post-tenure review clock in situations that are “qualifying events” as defined in the Family and Medical Leave Act (FMLA) but which do not necessarily result in the faculty member taking a formal leave of absence. Faculty members may also request extensions based on administrative appointments such as being named director of a program, chairing of a department, or an academic unit, and similar administrative assignments. Further exceptions include qualifying events which occur during summer sessions when the faculty member is not under contract. The total time for all extensions cannot exceed two years. These extensions may be granted by the President at their discretion pursuant to Board Policy [8.3.7.4](#).

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Faculty members may request this extension by submitting a letter and supporting documentation to their immediate supervisor as soon as it becomes clear that an extenuating circumstance has substantially impeded (or will impede) progress toward tenure/promotion/post-tenure review. The maximum leave of absence is defined in Board Policy [8.3.7.4](#). Such requests should normally be made within three months of the event.

3. The maximum credit towards the minimum tenure probationary period is stated in Board Policy [8.3.7.4](#).
4. The maximum time that may be served in the combination of full-time instructional appointments as instructor or professorial ranks, or at the rank of assistant professor or above without the award of tenure is defined in [BOR 8.3.7.6](#).
5. The loss of tenure or probationary credit towards tenure is outlined in [BOR 8.3.7.7](#).

103.0403 Specific Minimum Criteria for the Award of Tenure

Based on [Section 8.3.7.3, Board of Regents Policy Manual, University System of Georgia](#), the minimum criteria for tenure are demonstrating:

1. Excellence and effectiveness in teaching and instruction;
2. Outstanding involvement in student success activities;
3. Academic achievement, as appropriate to the institution's mission;
4. Outstanding service to the institution, profession, or community; and
5. Professional growth and development.

Noteworthy achievement is required in at least two of the above categories, but is not required in all categories. The term "noteworthy" may be defined locally at the program, department or school level. In addition to the minimum criteria above, tenure at the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, or experience.

Evidentiary Sources:

1. **Teaching.*** Same as criteria for promotion to Associate Professor
2. **Service.*** Same as criteria for promotion to Associate Professor
3. **Academic Achievement.** ~~Same as criteria for promotion to Associate Professor~~ Terminal degree in the discipline.
4. **Professional Growth and Development.*** Same as criteria for promotion to Associate Professor

*Student Success Activities. Same as criteria for promotion to Associate Professor.

103.05 Curriculum Vitae

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Candidates must submit a current curriculum vitae appropriate to the candidate's discipline.

103.06 Evaluating Teaching

Evaluation of a faculty member's teaching should be continual because evaluation aids a faculty member in becoming more effective in the performance of their duties as well as offers evidence for promotion and/or tenure.

All classes must be evaluated. Any college, department, or faculty member may add questions to the standard form to make it apply to the unique qualifications of the specific area. In addition, a department or area may devise, administer, and tabulate the results of an evaluation form which is especially applicable to the specific area. The department chair shall use the results of the evaluation as a factor in determining annual merit raises and shall include the results of such an evaluation form in the dossier of each department member being considered for contract renewal, promotion, tenure, pre-tenure or post-tenure review. (In the case of a department chair being reviewed for promotion and/or tenure, the appropriate next highest supervisor shall assume responsibility for including the results of such evaluations in the dossier of the candidate.)

Students' evaluation data shall be an official part of the administrative evaluation process. Supervisor and peer evaluations may be used as determined by the department. eCore course evaluations will be completed through the common instruments designed for that purpose and made available by the University system for all such courses. Courses that have fewer than five students must also be evaluated but may use an alternative evaluation instrument appropriate to the course and upon approval of the department and dean of the college.

103.0601 University of West Georgia/Student Evaluation of Instruction (SEI) - see next page

UNIVERSITY OF WEST GEORGIA

Student Evaluation of Instruction (SEI)

COURSE IDENTIFICATION

<input type="checkbox"/>	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
<input type="checkbox"/>	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
<input type="checkbox"/>	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
<input type="checkbox"/>	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9																
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9																
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9																
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9																

IMPORTANT

LINE NO. 1 REVERSE ONLY

- MAKE DARK MARKS
- EXAMPLE: 1 2 3 4 5
- ERASE COMPLETELY TO CHANGE

SECTION NUMBER

<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9

LAB SECTION

<input type="checkbox"/>	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
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For each item below, please fill in the circle that indicates the degree to which you feel each item is descriptive of the course instructor. IF YOU HAVE NO INFORMATION OR FEEL AN ITEM DOES NOT APPLY, PLEASE FILL IN THE N/A CIRCLE.

ITEM #	Strongly Agree	Disagree	Strongly Disagree	N/A		
Student-Centered Questions						
1. I correctly utilized all required course texts and materials.	5	4	3	2	1	N
2. I regularly attended class.	5	4	3	2	1	N
3. I was punctual.	5	4	3	2	1	N
4. I was well-prepared for class.	5	4	3	2	1	N
5. I actively participated in all class activities.	5	4	3	2	1	N
6. If/When I struggled with course material, I sought help from the professor or from resources provided to me.	5	4	3	2	1	N
7. This course challenged my intellect.	5	4	3	2	1	N
Discipline-Centered Questions						
1. Class discussions and/or activities helped me to understand the subject matter.	5	4	3	2	1	N
2. Course assignments helped me to understand the subject matter.	5	4	3	2	1	N
3. Course content was presented effectively.	5	4	3	2	1	N
4. Required course texts and/or materials helped me to understand the subject matter.	5	4	3	2	1	N
5. Test content was representative of assigned material.	5	4	3	2	1	N
6. Tests and/or assignments required problem solving, critical thinking, and/or creative thought.	5	4	3	2	1	N
Instructor-Centered Questions						
1. The instructor demonstrates knowledge of his/her discipline.	5	4	3	2	1	N
2. The instructor clearly explains course expectations.	5	4	3	2	1	N
3. The instructor clearly explains how students will be evaluated.	5	4	3	2	1	N
4. The instructor evaluates and returns tests and assignments in a reasonable period of time.	5	4	3	2	1	N
5. The instructor presents material in an organized manner.	5	4	3	2	1	N
6. The instructor communicates effectively.	5	4	3	2	1	N
7. The instructor demonstrates respect for students.	5	4	3	2	1	N
8. The instructor is receptive and responsive to the sharing of ideas during class discussions.	5	4	3	2	1	N
9. The instructor offers and is available for individual assistance.	5	4	3	2	1	N

Additional Information Requested

1. Student Classification <input type="radio"/> Freshman-Sophomore <input type="radio"/> Junior-Senior <input type="radio"/> Graduate	2. GPA <input type="radio"/> below 1.00 <input type="radio"/> 1.00 to 1.99 <input type="radio"/> 2.00 to 2.99 <input type="radio"/> 3.00 to 3.99 <input type="radio"/> 4.00	3. Expected Grade <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F	4. Taking course because it is required? <input type="radio"/> Yes <input type="radio"/> No
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104 Evaluation

104.01 Administrative Evaluation of Faculty

The performance of each faculty member shall be evaluated annually, covering the faculty member's work in the areas of teaching, service, professional development, and student success activities, with the latter category folded into the other three areas for both reporting and evaluation purposes. The evaluation process shall utilize the Student Evaluations of Instruction among other sources of evidence as specified by the faculty member's academic unit. In cases in which a faculty member's primary responsibilities do not include teaching, the evaluation should focus on performance of their professional duties. (See also [Section 8.3.5.1, BOR Policy Manual](#).)

Faculty in each unit (programs and/or departments) must develop specific criteria and rubrics, with oversight provided by the college/school Deans and the Provost, regarding annual evaluations in their discipline to govern the administrative review process. These criteria and rubrics must protect academic freedom, stimulate the creation of new knowledge, and encourage experimentation by valuing innovation, long-process work, and intellectual and creative risk-taking. Recognizing that substantive work takes time (often compounded by delays in publishing processes, for example), evaluation criteria should therefore value and reward evidence of individual stages in the faculty member's work and development as distinct markers of achievement. The emphasis weights or percentages given to different areas may differ according to the faculty member's professional role, rank and established goals, and any applicable school, college, library or university-wide policies. In accordance with the considerable differences among academic disciplines and their traditional expectations at the University of West Georgia, individual units must define the criteria for faculty progress corresponding with the Likert scale categories below (especially what is required for a faculty member in that unit and in a specific rank to achieve "Meets Expectations").

Student Success Activities should be reported and assessed similar to High Impact Practices, i.e. by designating activities and achievements as SSAs. In the campus-wide reporting platform (such as Interfolio), this should be done by checking an SSA designation. In narrative evaluations, faculty should highlight SSAs with an asterisk (*) and cumulatively narrate how their work in teaching, service, and/or professional development contributes to student success. The reporting of Student Success Activities thus allows faculty to showcase their achievements and potentially improve their evaluated ranking (on the scale below). Units are encouraged to develop lists of best practices in their discipline designed to enhance student success.

In accordance with the [USG Academic Affairs Handbook](#), all annual faculty reviews must utilize the following Likert scale for each category of evaluation (i.e. teaching, service, and professional development, with associated Student Success Activities to supplement scores for these categories):

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- 1 – Does Not Meet Expectations
- 2 – Needs Improvement
- 3 – Meets Expectations
- 4 – Exceeds Expectations
- 5 – Exemplary

Noteworthy achievement as referenced in BOR Policy 8.3.7.3 is reflective of a 4 or 5 on the above Likert Scale. Deficient and unsatisfactory is reflective of a 1 or a 2 on the above Likert Scale. Chairs' ranking of faculty performance must provide rationales for their evaluation in any given category; rankings of #1 or #2 (in any category and/or overall) must be substantiated with specific documentation.

104.0101 Procedure

By latest October 1, the Provost and VPAA shall publish a uniform timeline, **format and deadlines** for the upcoming annual evaluation cycle, including faculty report submission, chair evaluations of faculty members, and the completion of any Performance Remediation Plan (PRP) documentation. **Faculty members are responsible for submitting relevant materials by the established deadline.**

The following steps should be made a part of all faculty evaluations:

- A. After receiving the faculty reports, the immediate supervisor (usually the chair) will offer faculty members the opportunity to discuss a draft of their evaluation (including their anticipated rankings in each category) and invite the faculty member to provide further evidence and contextualization ~~discuss with the faculty member in a scheduled conference the content of that faculty member's annual written evaluation.~~
- B. The immediate supervisor will provide their finalized evaluation to the faculty member in writing (via official university email) and schedule a conference to discuss its content with the faculty member.
~~The faculty member will sign a statement to the effect that he or she has been apprised of the content of the annual written evaluation.~~ The faculty member will acknowledge receipt of their evaluation with their signature within 10 working days of this conference, including—if applicable—a written statement to be attached to their evaluation and/or their intent to appeal. If applicable, the faculty member must submit their official appeal (including any additional documentation and testimony) within 15 working days of this conference.
- C. Within 10 working days, the immediate supervisor will acknowledge in writing (via official university email) their receipt of this response, noting changes, if any, in the annual written evaluation made as a result of the conference and/or the faculty member's written response. This acknowledgment will also become a part of the records. ~~The faculty member will be given the opportunity to respond in writing to the annual written evaluation; this response will be attached to the evaluation.~~
- D. ~~The immediate supervisor will acknowledge in writing his or her receipt of this response, noting changes, if any, in the annual written evaluation made as a result of either the conference or the faculty member's written response. This acknowledgment will also become a part of the records.~~ If judged to be a 1–Does not Meet Expectations or 2–Needs Improvement in any of the categories, a **Performance Remediation Plan (PRP)** should be

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created by the chair/supervisor in collaboration with the faculty member (and, in case of an appeal, the dean). A successful appeal of the supervisor's evaluation obviates the implementation of a PRP. The PRP is defined in section 4.7 of the [Academic Affairs Handbook](#). A faculty member may formally invite a peer mentor to advise both the faculty member and the chair in the implementation of the PRP and participate in the PRP review meetings.

At a minimum, the chair and faculty member will meet four times to review and document PRP progress; the faculty member may at their discretion and as needed request additional meetings with the chair. The first meeting between the chair and faculty member to discuss the PRP and begin its implementation should occur before the end of the spring semester in which the negative evaluation was received. Two further meetings will be held in the following fall and one in the next spring before the subsequent annual evaluation is due. After the final PRP meeting, the chair must provide the faculty member with a written report clearly stating whether the faculty member has progressed according to the goals of the PRP and make the report part of the record.

104.0102 Merit Pay Criteria

- A. The following shall be used as criteria for distribution of merit pay:
1. Teaching*
 2. Service to the Institution*
 3. Academic Achievement and Professional Growth*
- *Student Success Activities (as folded into the above areas of evaluation)
- B. Teaching should be given at least 40 percent weight. The other three criteria should be used with no less weight than 10 percent each. The department chair shall apply the weightings uniformly across the department. Members of the department and the dean of the college should be aware well in advance of pay time of the weightings which will be applied for purposes of merit.
- C. The department chair should make a pay recommendation to the dean, both in the form of percentage and dollar increase proposed. The department chair may refer to promotion and tenure material in this Handbook for guidance or may use whatever other bases they deem appropriate. But these bases should be known to the faculty.
1. After consultation with the dean, the department chair will notify faculty as to the salary increase being recommended from the dean's office to the Provost and Vice President for Academic Affairs. The department chair will justify the recommendation for each faculty member in writing.

104.0103 Annual Evaluation Appeals

BOR policies ([BOR Policy Manual 8.3.5.1](#)) stipulate that annual administrative reviews of faculty members will be utilized as a part of subsequent pre-tenure and post-tenure reviews as well as retention, promotion, and tenure decisions, ascribing a significant role and power to individual administrators conducting these annual reviews. Thus, all lecturers, tenure-track, and

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tenured faculty members shall have the option to appeal any annual administrative evaluation in order to preserve the principles of academic freedom and provide for due process. An appeal should follow these steps:

- 1) Faculty members shall have the choice to appeal their annual evaluation to their dean within 15 working days of the conference with their chair. As a minimum, the faculty member provides a statement of their rationale for appeal and a copy of their annual evaluation to the dean. In addition, the faculty member may add to their appeal statements of support from peers from inside and/or outside the University of West Georgia; these peer statements shall become part of the annual evaluation record and must be considered in subsequent personnel decisions (such as P&T, PTR), no matter the outcome of the appeal.
- 2) The dean carefully reviews the faculty member's report and supporting evidence as well as the administrative evaluation. The dean will hold a meeting with both the faculty member and the administrator to discuss the evaluation and evidence, request any additional context and/or supporting materials, and seek to achieve a resolution. The mutually agreed-upon, revised evaluation as an outcome of this process then becomes the evaluation of record.
- 3) If no mutually agreeable resolution is achieved, the dean's evaluation becomes the evaluation of record. If the dean rejects the faculty member's appeal, the dean's evaluation must include a statement documenting their decision in response to all supporting materials, including any peer testimony. The appeals process must conclude before the end of the academic year.

104.02 Post-Tenure Review

104.0201

Beyond annual administrative review (see Section 104.01), [Section 8.3.5.4, Board of Regents Policy Manual, University System of Georgia](#), requires that each institution establish procedures to formally evaluate tenured faculty ~~within every~~ five years following the award of tenure and again at least once every five years thereafter, to support further career development of tenured faculty, recognize and reward excellence, and ensure accountability and continued strong performance. Therefore, the University commits itself to rewarding faculty success evidenced in Post-Tenure Reviews through dedicated high achievement payments, course releases, additional professional development funds, and meaningful celebration of the variety of faculty achievements in all units across campus. Rewards for high performance should be made available at the program/department, college, and university level in recognition of faculty contributions to the success of each unit. ~~provide recommendations recognizing and supporting effective performance, and to provide development strategies for areas of inadequate performance. The purpose of the post-tenure review "will be to examine, recognize and enhance the performance of tenured faculty members. . . focus on identifying opportunities for faculty that will enable them to reach their full potential in service to their institutions. . . and to ensure that their performance meets the expectations and needs of the institution. . ."~~ (BOR Minutes,

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~~April 10, 1996)~~

104.0202 General Policy Statement

The post-tenure review is not a reconsideration of tenure, but rather a constructive five-year performance review which serves to highlight contributions and future opportunities as well as identify any deficiencies in performance and, in those cases, provide a plan for addressing concerns.

Directed toward career development, this review is designed to provide a longer term perspective than is usually provided by the annual review. Post-tenure review provides both retrospective and prospective reviews of performance, taking into account that a faculty member probably will have different emphases at different points in their career. It is to be directed toward career development and to provide the perspective of multiple years of accomplishments and plans for development.

Each unit shall ensure that the criteria governing this review do not infringe on the academic freedom of faculty, including the freedom to pursue novel, unpopular, or unfashionable lines of inquiry. The review shall be carried out free of bias or prejudice by factors such as race, religion, sex, color, national origin, sexual orientation, ethnicity, age, disability, political affiliation, or veteran status.

Post-tenure review shall be faculty-driven and flexible enough to accommodate faculty with differing responsibilities and professional interests that reflect the mission of the University of West Georgia. The essential elements of such a peer-review process are that it shall take into account one's past progress and anticipated future as scholar, teacher, and colleague; provide a measure of accountability with regard to the performance of tenured faculty which goes beyond the annual review; be developmental in nature; assist faculty to continue to grow professionally; provide a structure by which this periodic evaluation is to take place; provide feedback and remediation recommendations for faculty found deficient in any area; allow faculty who were tenured prior to the institution of this review to select variable career paths or emphases under which they will be evaluated; provide faculty with timely and formal notification of any perceived deficiencies; and establish an appeal route for faculty who are aggrieved by either the substantive or procedural components of the review or the remediative process.

104.0203 General Implementation Procedures

All tenured faculty members with the exception of tenured administrators whose majority of duties are administrative for whom five or more years have passed since their last career review decision or personnel action took effect, must undergo post-tenure review. A faculty member may **voluntarily undergo post-tenure review early** or delay the post-tenure review as specified in Section 103.0402.

A. Notification of faculty

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By 30 days prior to the end of each Spring term, the VPAA will provide to each college, school, and the library a list of faculty scheduled for post-tenure review during the subsequent academic year. Deans, or their designees, will be responsible for notifying faculty of pending review, as well as a schedule for completion of such reviews.

B. Timetable for review.

Each year the post-tenure reviews will be completed before the end of the Fall term.

104.0204 Criteria for Post-Tenure Review

Criteria to be utilized in conducting this review shall be fair and reasonable expectations consistent with the criteria and standards used in other reviews of faculty related to teaching, service, student success activities; and professional growth and development through, for example, research, scholarship, and creative activity. These will be considered in the context of stated expectations for performance developed by the department, college, and/or unit. These criteria shall also be consistent with the duties the faculty member was assigned through means customary for the unit for the period being reviewed and related to the mission of the institution. The emphasis weights or percentages given to different areas may differ according to the faculty member's professional role, rank and established goals, and any applicable college, library or university-wide policies. The criteria must be sufficiently flexible to accommodate faculty with differing responsibilities, to recognize that faculty members may contribute in different ways to the institution's mission over time, and to consider the cumulative impact of the faculty member's career as well as their performance during the previous five years.

Each unit shall ensure that the criteria governing post-tenure review do not infringe on the accepted standards of academic freedom of faculty.

In the case of tenured faculty serving in administrative capacities, allowances must be made for the responsibilities these individuals carry in the area of service to the institution.

104.0205 Documentation Required

Faculty undergoing post-tenure review or corrective post-tenure review must submit the post-tenure dossier to the Post-Tenure Advisory Committee, which includes the following documentation:

1. Current curriculum vitae with accomplishments of the years under consideration highlighted.
2. Copies of annual performance reviews of the faculty member by their department chair or unit supervisor for the years under consideration.
3. Copies of the documentation prepared and submitted for consideration by the faculty member at the time of each of these annual reviews.
4. A statement prepared by the faculty member, not to exceed two pages in length, detailing their accomplishments and goals for the period under review and projected goals for the next five-year period.
5. Measures of teaching effectiveness including, but not limited, to a combination of written

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student evaluations and peer evaluations.

6. Any additional documentation specified by unit, departmental or institutional policy.
7. Dossiers must be submitted electronically in a format approved by the Provost.

Consistent with library, school, or college and university policies, review policies must specify the nature of and the evaluative standards for evidence which will be used to support claims about faculty activities.

Once submitted for consideration, the faculty member shall have supervised access at any time to their review file. The faculty member shall also have the right to add material to this file, including statements and additional documents, at any time during the review process.

104.0206 Formation and Operation of Post-Tenure Review Advisory Committee

- A. This review shall be conducted by faculty peers with tenure who are able to render a fair and objective assessment of the person being reviewed. If a significant conflict of interest exists, no person with such a conflict may participate in post-tenure review recommendations, advisement of candidates, and/or preparation of materials. All personal and professional conflicts of interest must be revealed and reviewed. Such conflicts of interest include, but are not limited to, personal and professional interactions and relationships that would preclude dispassionate and disinterested recommendations and correct, complete, and unbiased participation in these matters. Spouses, immediate family members, and colleagues with an intimate personal relationship with the candidate are explicitly prohibited from participation. Each college, school and/or the library, as well as the University-wide Appeals Committee for Post-Tenure Review, shall establish a process for removing a faculty member from the Post-Tenure Review Advisory Committee(s) and shall establish criteria for assessing the credibility of claims of bias if a person being reviewed has reason to believe that another individual could not judge their case fairly.
- B. A Post-Tenure Review Advisory Committee or Post-Tenure Review Advisory Committees consisting exclusively of tenured faculty members (no fewer than three) selected by the faculty of the department, school, or library by whatever means the aforementioned determines, shall be established annually.
- C. Under no circumstances shall anyone who serves in a supervisory role to the individual being reviewed be permitted to serve on a Post-Tenure Review Advisory committee reviewing that individual.
- D. In each college, school and in the library, the dean will be responsible for convening the initial meeting of the elected committee or committees. At the initial meeting, the members of the committee shall select one of its faculty members as chair. The chair will be a voting member of the committee.
- E. The committee chair will request written feedback from the Chair of the department.
- F. Each committee shall meet at the call of its committee chair. At the initial meeting the committee chair shall review the applicable unit, and university policies and procedures governing post-tenure review so that committee members will be aware of these before any review process begins.

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- G. The documentation submitted by each faculty member **and the feedback from the Chair** shall be reviewed by committee members prior to committee meetings.
- H. The merits of each faculty member undergoing post-tenure review will be discussed to the extent desired by a simple majority of committee members. In the event of disagreement about the value of scholarly performance, job performance, or service, the review may include the evaluations of external reviewers to provide a due process protection that ensures an unbiased appraisal. This panel of external reviewers will be generated by the faculty member under review and appropriate department chair or unit supervisor and include a minimum of three professors knowledgeable of the faculty member's field of expertise from both on and off campus. The panel will serve to ensure that scholarly written work or job performance is being fairly and accurately interpreted. Any department chair or unit supervisor may be called to discuss with the committee the qualifications of a person under review who holds rank in their department.
- I. Voting on a colleague's status with regard to the post-tenure review shall be by secret ballot. Each faculty member being reviewed shall be evaluated as either Does Not Meet, Meets, or Exceeds Expectations with regard to their overall accomplishments; to be adjudged as Does Not Meet Expectations faculty under review must receive votes of Does Not Meet Expectations from at least sixty percent (60%) of the voting members of the committee. **Any person with an evaluation of Does Not Meet Expectations will be required to develop a three-year plan to address deficiencies (see section K,2 below).**
- J. The committee chair, in consultation with members of the Post-Tenure Review Advisory Committee, shall prepare a written evaluation for each candidate reviewed during post-tenure review. This evaluation must be signed by all members of the committee and must provide specific reasons for conclusions contained within it. It will report the consensus arrived at by the Post-Tenure Review Advisory Committee with regard to a faculty member's performance; address the faculty member's record of accomplishments and quality of contributions with regard to teaching, academic achievement, service, professional growth and development, **student success activities**; clarify any areas needing improvement; and, where applicable, offer specific suggestions on what will be needed to improve performance. This evaluation must be written as clearly and collegially as possible. In the event that this evaluation differs from annual reviews, this evaluation shall state the exact reason(s) for this judgment. The chair of the Post-Tenure Review Advisory Committee shall give each faculty member being reviewed a copy of the committee's evaluation ten (10) University Business Days prior to the deadline for submitting the committee recommendation to the appropriate department chair or unit supervisor; therefore, the person being reviewed has five (5) University Business Days to prepare an appeal for reconsideration by the committee (see paragraph 104.0208, below).
- K. Once any appeals to the Post-Tenure Review Advisory Committee(s) have been heard and acted upon, the committee chair will provide a copy of the committee's final evaluation to the faculty member being reviewed and to the appropriate department chair or unit supervisor. The faculty member, if they desire, will have an opportunity to prepare a written response to the Post-Tenure Review Advisory Committee's evaluation. Such a response shall be received by the chair of the Post-Tenure Review Advisory Committee within five (5) University Business Days after the date the committee's final evaluation is received by the faculty member under review. It will be the responsibility of the appropriate dean to preserve

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the ballots of rankings and to keep these on file for a period of six (6) years.

A copy of the post-tenure review advisory committee's evaluation and any written response to it by the evaluated faculty member shall then be sent to the administrative office at least one level above the faculty member's administrative unit. The same material shall also be placed in the faculty member's personnel file at the departmental level. The department shall also preserve in the faculty member's personnel file all documents, other than documents like publications that are readily available elsewhere, that played a substantive part in the review.

1. If the review reveals an Exceeds Expectations performance, a faculty member shall receive recognition for ~~his or her~~ **their** achievements through institutional policies and procedures already in place for acknowledging and rewarding meritorious achievement (e.g. merit pay, study and research leave opportunities, other opportunities consistent with their career goals and objectives and Board of Regents policy).
- ~~2. If the Post-Tenure Review does not meet expectations, see below for "Performance Improvement Plan." If areas needing improvement have been identified, the department chair, or unit supervisor, and faculty member shall jointly develop a formal plan for professional development that includes clearly defined and specific goals or outcomes, an outline of activities to be undertaken, a timetable within which goals or outcomes should be accomplished, and an agreed-upon strategy and criteria for monitoring progress. The faculty member's department chair, or unit supervisor, and the appropriate dean are jointly responsible for arranging for appropriate funding for the development plan, if required. The department chair or unit supervisor is responsible for forwarding a copy of the professional development plan resulting from a post-tenure review to the appropriate dean by the end of the academic year in which the review was conducted.~~
 - ~~a. The faculty member's department chair or unit supervisor is responsible for monitoring the progress of faculty members engaging in a professional development plan to remedy deficiencies identified in a post-tenure review. A progress report, which will be included in the annual review, will be forwarded each year to the appropriate dean. When the objectives of the professional development plan designed to deal with specified deficiencies have been met as determined by the department chair or unit supervisor, the department chair or unit supervisor shall make a final report to the appropriate dean.~~
 - ~~b. It is the responsibility of the department chair or unit supervisor to determine, after a period of three years from the academic term in which the development plan is agreed upon, whether or not a faculty member whose performance was deemed as Does Not Meet Expectations in the post-tenure review has been successful in remedying deficiencies identified in the review. He or she will report that finding to the appropriate dean. The university will then proceed in accordance with options available as specified by University and Board of Regents policy and procedures.~~

104.0207 Corrective Post-Tenure Review

If a tenured faculty member receives an unsatisfactory annual review **(1 or 2 on the Likert Scale in any area)**, a Performance Remediation Plan is developed by their supervisor in collaboration with the faculty member, and implemented according to the timeline stated in [104.0101–Annual

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Evaluations]. At the end of that process, if the tenured faculty member meets expectations, then no further action is required, and they are back on track on the anticipated five year Post-Tenure Review schedule. If the second consecutive annual evaluation is also unsatisfactory (1 or 2 on the Likert Scale in any area), then the tenured faculty member will undergo a Corrective Post-Tenure Review in the following academic year. Like a regular Post-Tenure Review, a Corrective Post-Tenure Review must be conducted by a committee of the faculty member's peers and must be conducted in the same manner as a regular Post-Tenure Review. If the Corrective Post-Tenure Review is successful, the faculty member's Post-Tenure Review clock will be reset and the next Review will take place five years later.

104.0208 Performance Improvement Plan

If the peer committee evaluates a faculty member's regular Post-Tenure Review or Corrective Post-Tenure Review as unsatisfactory or not meeting expectations, then a Performance Improvement Plan (PIP) is created by the applicable department chair/supervisor and the dean in collaboration with the faculty member and the PTR advisory committee (see [USG Academic Affairs Handbook](#) for details of the Performance Improvement Plan).

The PIP process of meetings between the faculty member and chair/supervisor will begin in the following academic year. A minimum of two meetings during the fall and during the spring must be held to review progress, document additional needs/resources, and plan outcomes for the upcoming time period. The faculty member may at their discretion and as needed request additional meetings with the chair. The assessment of the PIP will take the place of that year's annual review. At the conclusion of the academic year the faculty member's progress will be determined by the department chair and dean in collaboration with the PTR advisory committee.

If the faculty member successfully completes the Performance Improvement Plan, then the faculty member's next post-tenure review will take place on the regular five-year schedule (without resetting the PTR clock).

If the faculty member fails to make sufficient progress in performance as outlined in the Performance Improvement Plan, the due process steps outlined below will be followed.

104.0209 Due Process Mechanism after a Negative Performance Improvement Plan

Following a negative PIP, the applicable department chair/supervisor and the dean shall recommend determine an appropriate remedial action, which should be commensurate with the seriousness of the deficiencies but should implement further steps to retain the tenured faculty member and improve their performance. For example, remedial action for teaching-related issues noted in the PIP could include pedagogy workshops; scholarship-related deficiencies could include becoming involved in writing groups; service-related issues could be addressed by involvement in professional organizations. Additional remedial actions which may be imposed are specified in the Board of Regents PTR Policy, https://www.usg.edu/academic_affairs_handbook/section4/C690 which states that "Failure to successfully remediate the identified deficiencies, or demonstrate substantive progress towards remediation, within one year subjects the faculty member to disciplinary actions up

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to and including, but not limited to, reallocation of effort, salary reduction, and tenure revocation and dismissal.”

If the faculty member decides to appeal the recommended remedial action, the following due process steps shall be followed:

- 1) The faculty member has 10 business days from receiving the recommendation of the dean/department chair for remedial action to request a further review of the PTR committee.
- 2) The PTR committee may recommend revising the dean’s/chair’s remedial action. If the revised plan is mutually acceptable to the dean/chair, the revised recommendations will be implemented. If the faculty member disagrees with the recommended remedial action, they may appeal to the University-wide Post-Tenure Review Appeals Committee within ten (10) business days of receipt of the dean’s decision.

3) Composition of the University-wide Post-Tenure Review Appeals Committee

By March 1 of each year, the Provost and Vice President for Academic Affairs will notify in writing the deans that nominees must be solicited from among the tenured faculty in each of these units and that a university-wide election must take place by the end of the Spring term to select tenured faculty from each unit to constitute a University-wide Appeals Committee for Post-Tenure Review to hear any post-tenure review appeals. Duly elected tenured faculty members, apportioned as follows, will constitute the University-wide Appeals Committee for Post-Tenure Review:

College of Arts, Culture, and Scientific Inquiry:	1
School of Communication, Film, and Media:	1
Richards College of Business:	1
College of Education:	1
School of Nursing:	1
Ingram Library:	1
University College	1

The Provost and Vice President for Academic Affairs shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of the committee shall elect one of its faculty members as chair, who will be a voting member of the committee. The committee shall meet at the call of its committee chair. The committee chair shall review the applicable departmental, college, school, library and university policies and procedures governing post-tenure review so that committee members will be aware of these before any review process begins.

- 4) Any faculty member appealing for reconsideration shall state in writing the grounds for their request and shall include in this appeal such additional material as is pertinent.
- 5) The documentation submitted by each faculty member, including that regarding the grounds for their appeal, shall be reviewed by committee members prior to committee meetings.

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- 6) The University-wide Appeals Committee for Post-Tenure Review shall carefully evaluate the faculty member's appeal in light of the written appeal. **Each member of the committee shall vote by secret ballot to approve or reject the appeal.**
- 7) The committee chair, in consultation with the other members of the University-wide Appeals Committee for Post-Tenure Review shall prepare a written rationale for the majority opinion. If the Committee agrees with the Dean's decision, the recommended remedial action shall be in effect.
- 8) If the Committee decision disagrees with the dean's determination, it shall issue its recommendation to the Provost and the faculty member within 20 business days.

The following steps are taken verbatim from the [USG Academic Affairs Handbook](#):

- 9) Within 5 business days of receiving the recommendation, the Provost shall send an official letter to the faculty member communicating the Provost's decision.
- 10) The faculty member may appeal to the President of the institution within 5 business days of receiving the decision from the Provost. The President's final decision shall be made within 10 business days and should notify the faculty member of their decision and the process for discretionary review application as provided for in [Board of Regents' Policy Manual 6.26](#).
- 11) If the remedial action taken is dismissal by the President, the faculty member may complete their faculty assignment for the current semester at the discretion of the institution; however, the semester during which a final decision is issued will be the last semester of employment in their current role.
- 12) An aggrieved faculty member may seek discretionary review of the institution's final decision pursuant to [Board policy on Applications for Discretionary Review \(6.26\)](#).

104.0210 Review of Chair or Supervisor

When a department chair or unit supervisor is under consideration for post-tenure review, the Post-Tenure Review Advisory Committee shall review the faculty member's file and make, in writing, a Does Not Meet, Meets, or Exceeds Expectations evaluation to the appropriate dean. In the event deficiencies are noted which require the development of a three-year plan, the appropriate dean will be responsible for developing the plan for professional development and monitoring the progress of the faculty member engaged in this plan with the assistance of the Provost and Vice President for Academic Affairs. Administrators other than department chairs or unit supervisors who are tenured will not undergo post-tenure review unless or until they return to a faculty role with little or no administrative responsibilities. Any administrator returning to a faculty role with little or no administrative responsibilities is to be reviewed five years after returning and reviews shall continue at five-year intervals unless interrupted by a further review for promotion. In the post-tenure review of a department chair or other faculty member with an administrative assignment, provision must be made for their activities in that area. Those with

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administrative responsibilities will still be subject to policy and procedures regarding administrative evaluation (see, for example, Sections 104.03 and 104.04).

~~104.0208 Appeal for Reconsideration~~

~~The first appeal shall be directed to the committee(s), which originally conducted the faculty member's post tenure review. Within fifteen (15) University Business Days of receipt of an appeal, the committee(s) shall carefully re-evaluate the faculty member's file in light of the written appeal. This evaluation shall be made in accordance with the procedure established for initial consideration and shall replace this party's previous evaluation of the faculty member. If, upon re-examination of the case, the original review committee(s) see(s) no reason to alter its/their recommendation(s), the faculty member may appeal within thirty (30) University Business Days to the University-wide Appeals Committee for Post-Tenure Review. By March 1 of each year, the Provost and Vice President for Academic Affairs will notify in writing the deans that nominees must be solicited from among the tenured faculty in each of these units and that a university-wide election must take place by the end of the Spring term to select tenured faculty from each unit to constitute a University-wide Appeals Committee for Post-Tenure Review to hear any post-tenure review appeals. Duly elected tenured faculty members, apportioned as follows, will constitute the University-wide Appeals Committee for Post-Tenure Review:~~

~~College of Arts, Culture, and Scientific Inquiry: — 1
School of Mass Communication: — 1
Richards College of Business: — 1
College of Education: — 1
School of Nursing: — 1
The Ingram Library: — 1
University College — 1~~

~~The Provost and Vice President for Academic Affairs shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of the committee shall elect one of its faculty members as chair, who will be a voting member of the committee.~~

~~The committee shall meet at the call of its committee chair. The committee chair shall review the applicable departmental, college, school, library and university policies and procedures governing post-tenure review so that committee members will be aware of these before any review process begins.~~

~~Any faculty member appealing for reconsideration shall state in writing the grounds for his or her request and shall include in this appeal such additional material as is pertinent.~~

~~The documentation submitted by each faculty member, including that regarding the grounds for his or her appeal, shall be reviewed by committee members prior to committee meetings.~~

~~Within fifteen (15) University Business Days of receipt of an appeal, the University-wide Appeals Committee for Post-Tenure Review shall carefully evaluate the faculty member's file in light of the written appeal. This evaluation shall be made in accordance with the procedure~~

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~~established for initial consideration (e.g., voting on a colleague's status with regard to the post-tenure review shall be by secret ballot; each faculty member being reviewed shall be evaluated as either Does Not Meet, Meets or Exceeds Expectations with regard to his or her overall accomplishments; to be adjudged as Does Not Meet Expectations, faculty under review must receive votes of Does Not Meet Expectations from at least sixty percent (60%) of the voting members of the committee). The committee chair, in consultation with the other members of the University-wide Appeals Committee for Post-Tenure Review shall prepare a written evaluation for each faculty member reviewed on appeal during post-tenure review. This evaluation must be signed by all members of the committee and must provide specific reasons for conclusions contained within it. It should report the recommendation arrived at by the University-wide Appeals Committee for Post-Tenure Review with regard to a faculty member's performance; address the faculty member's record of accomplishments and quality of contributions with regard to teaching, academic achievement, service and professional growth and development; clarify any areas needing improvement; and, where applicable, offer specific suggestions on what will be needed to improve performance. This evaluation must be written as clearly and collegially as possible. This evaluation shall take precedence over the previous evaluation of the faculty member. The evaluation of this committee shall be forwarded to the faculty member under review, the appropriate department chair or unit supervisor, the appropriate dean, and the Provost and Vice President for Academic Affairs.~~

104.0211 Right to Redress

(See Policies and Procedures Manual, Article V, Section 3)

104.03 Faculty Evaluation of Departmental Leadership

To provide the faculty and administration with information on the performance of departmental leadership as defined by each academic unit, a periodic evaluation is established.

104.0301 Procedure.

The Dean of each College shall conduct annual reviews and periodic evaluations of department Chairs. Deans shall publish a uniform timeline and format for the upcoming annual evaluation cycle. Chairs are responsible for submitting relevant materials by the established deadline.

An evaluation of the department chair or the equivalent as defined by each academic unit shall be conducted by the department at least once every three years (except that new department chairs or the equivalent, who shall not be evaluated their first year in office). The form of evaluation (written, oral, group, etc.) and the procedure to be used shall be determined by the departmental members, reviewed by the department chair or equivalent, and approved by the dean. The procedure shall meet the following guidelines:

1. All evaluators will feel free to be candid without fear of repercussion.
2. The faculty of that department, the department chair or the equivalent, and the dean will be made privy to the information, and these parties will not divulge the contents except at the discretion of the dean.
3. The dean will keep the results of the last three evaluations of each department chair or

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the equivalent.

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104.0302 Personnel Evaluation Questionnaire University of West Georgia

Individual Under Review _____ Date _____

Position _____

On the average I have contact with this person: Daily Weekly Bimonthly Occasionally

I am: A Student A Faculty Member An Administrator A Staff Member Other

Return this completed form to: _____

Instructions:

Listed below are a number of statements which describe the behavior of administrators and professional personnel. Rate this person on each of these items by marking the appropriate response. In making your rating, compare the person with other administrators you have known. There is, of course, a great diversity among the types of professional positions, and some of the statements below may be more fitting for some positions than others. If you feel that an item is not applicable (N.A.) in describing the person's behavior or position, place a mark in the blank to its left. If you do not have sufficient information to evaluate the person, please mark the 'O' response of 'Do Not Know'. Please respond to all of the items.

CODE

0-Do Not Know 1-Low 2-Below Average 3-Average 4-Above Average 5-High

Evaluate the person named above in terms of the degree to which the person:

SCALE I. COMMUNICATIONS AND INFORMATION

____ N.A.

- | | | |
|----------|---|-------------|
| ____ 1. | Communicates with you in a timely and responsive manner. | 0 1 2 3 4 5 |
| ____ 2. | Has sufficient contact with you. | 0 1 2 3 4 5 |
| ____ 3. | Is duly sensitive to your needs for information. | 0 1 2 3 4 5 |
| ____ 4. | Writes letters and makes statements that seldom need clarification. | 0 1 2 3 4 5 |
| ____ 5. | Conveys a sense of caring and concern for the needs and problems of students, faculty and associates. | 0 1 2 3 4 5 |
| ____ 6. | Displays a sensitivity to the feelings of students, faculty and associates. | 0 1 2 3 4 5 |
| ____ 7. | Conducts effective conferences and interviews. | 0 1 2 3 4 5 |
| ____ 8. | Displays the ability to give constructive criticism in a positive manner. | 0 1 2 3 4 5 |
| ____ 9. | Has good rapport with students, faculty and associates. | 0 1 2 3 4 5 |
| ____ 10. | Works well with students, faculty and associates to achieve common goals. | 0 1 2 3 4 5 |
| ____ 11. | Needs to improve communication skills. Yes _____ No _____ | |
- If yes, explain in what way(s)
- _____

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CODE

0-Do Not Know 1-Low 2-Below Average 3-Average 4-Above Average 5-High

SCALE II. PLANNING, OPERATIONS, AND ACTION

___ N.A.

- | | |
|--|-------------|
| ___ 12. Plans ahead for those activities under their jurisdiction. | 0 1 2 3 4 5 |
| ___ 13. Keeps goals up-to-date and clearly stated. | 0 1 2 3 4 5 |
| ___ 14. Makes time for planning by delegating routine work. | 0 1 2 3 4 5 |
| ___ 15. Initiates action towards defined goals | 0 1 2 3 4 5 |
| ___ 16. Perseveres in the face of frustrations and obstacles to accomplish difficult goals | 0 1 2 3 4 5 |
| ___ 17. Completes detailed and routine tasks effectively | 0 1 2 3 4 5 |
| ___ 18. Establishes uniform procedures where appropriate | 0 1 2 3 4 5 |
| ___ 19. Encourages initiative and performance by delegating tasks effectively to others | 0 1 2 3 4 5 |
| ___ 20. Can anticipate potential problems which may develop when plans do not work out in practice | 0 1 2 3 4 5 |
| ___ 21. Shows resourcefulness and imagination in finding answers to problems Other: | 0 1 2 3 4 5 |
| ___ 22. Needs to improve in planning, operations and action Yes ___ No ___ | |

If yes, explain in what way(s)

SCALE III. DECISION MAKING AND PROBLEM SOLVING

___ N.A.

- | | |
|---|-------------|
| ___ 23. Makes sound and timely decisions | 0 1 2 3 4 5 |
| ___ 24. Gathers pertinent facts before acting | 0 1 2 3 4 5 |
| ___ 25. Applies policy consistently and fairly | 0 1 2 3 4 5 |
| ___ 26. Consults with others on important decisions | 0 1 2 3 4 5 |
| ___ 27. Is skilled in participatory decision making | 0 1 2 3 4 5 |
| ___ 28. Approaches problem solving on systematic basis | 0 1 2 3 4 5 |
| ___ 29. Is able to cope with unanticipated events | 0 1 2 3 4 5 |
| ___ 30. Recognizes and utilizes the special talents of others as an aid to solving problems | 0 1 2 3 4 5 |
| ___ 31. Understands the college well enough to refer matters to the proper offices for effective action | 0 1 2 3 4 5 |

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- ___ 32. Acts with deliberateness and common sense under stress
 Other: _____ 0 1 2 3 4 5
- ___ 33. Needs to improve decision-making and problem-solving skills
 Yes ___ No ___

If yes, explain in what way(s) _____

CODE

0-Do Not Know 1-Low 2-Below Average 3-Average 4-Above Average 5-High

SCALE IV. PLANNING, OPERATIONS, AND ACTION

___ N.A.

- | | |
|---|-------------|
| ___ 34. Establishes rapport easily and is approachable for counsel | 0 1 2 3 4 5 |
| ___ 35. Is receptive to constructive suggestions for changes | 0 1 2 3 4 5 |
| ___ 36. Gives credit to others for their contributions | 0 1 2 3 4 5 |
| ___ 37. Fosters morale and instills co-workers with a sense of enthusiasm, purpose and direction | 0 1 2 3 4 5 |
| ___ 38. Works well with committees | 0 1 2 3 4 5 |
| ___ 39. Inspires confidence in their personal integrity and professionalism | 0 1 2 3 4 5 |
| ___ 40. Is fair and impartial in rendering decisions affecting students, faculty and associates | 0 1 2 3 4 5 |
| ___ 41. Is skilled in those specialties demanded by their assignment | 0 1 2 3 4 5 |
| ___ 42. Demonstrates a clear understanding of the role and scope of their assignments and authority | 0 1 2 3 4 5 |
| ___ 43. Compared with other administrators and professional at UWG, is (1) one of the worst, (2) below average, (3) average, (4) above average, (5) one of the best
Other: _____ | 0 1 2 3 4 5 |
| ___ 44. Needs to improve personal and human relations skills Yes ___ No ___ | |

If yes, explain in what way(s) _____

104.04 Evaluation of Academic Deans

104.0401 General Policy Statements

The Provost shall conduct annual reviews and periodic evaluations of academic Deans.

A. Purpose

The purpose of this policy is to:

1. Guide the Provost in carrying out their responsibilities with regard to appointing, renewing, and/or terminating Deans of academic units, and to facilitate the professional development of those Deans.
2. Ensure that faculty and staff participate in the evaluation of their academic Deans.
3. Ensure Deans are afforded due process in the evaluation.
4. Afford all appropriate constituencies the opportunity to provide input.
5. Clarify the process of assembling the Review Committee, and the procedures for how it shall conduct the periodic evaluation.
6. Guide the Review Committee in producing an Evaluation Report of its findings, and delivering it to interested parties.

B. Definitions

1. For the purposes of this policy, an Academic Dean is one who carries a title of Dean, bears responsibility for an academic unit containing faculty members, and reports to the Provost.
2. In Sections 104.04, 104.05, and 104.06, a unit refers to a college, school, or the library.

104.05 Annual Reviews of Deans

104.0501 General Policy Statement

The Provost shall review the performance of Deans reporting to them annually. The following characteristics of that process shall be common to all units.

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104.0502 Procedures

- A. Interval of Annual Review: before the conclusion of each fiscal year.
- B. Purpose and Objectives: the purpose of annual reviews of Deans is to improve the effectiveness of the unit administered, including its contribution to the effectiveness of other units and the institution as a whole. The overall objectives are:
 - 1. To review goals and accomplishments of the Dean and unit supervised, especially as these relate to the continuing mission and strategic goals of the institution.
 - 2. To review the Dean's job description and responsibilities, as well as the organization of the unit.
 - 3. To review the level of resources and other support provided to the Dean and unit.
 - 4. To discuss concerns and opportunities and to plan for changes that may be warranted or desirable.

C. Components of the Annual Review:

- 1. *Feedback.* The Provost shall direct the annual review process. Faculty members and staff, whenever possible, may be asked to provide input.
- 2. *Self report.* Each Dean under review shall provide the Provost a brief written report:
 - a. Listing initiatives and professional activities undertaken during the review period.
 - b. Listing achievements, areas in need of improvement, and efforts related to those areas, as well as future plans and goals for the unit.
 - c. Indicating any changes that seem warranted in the Dean's job description.
 - d. Including a contextualization of the operation of the unit within the larger framework of the university.
- 3. *Conference with the Provost.* The conference will be an occasion to discuss the feedback received, the Dean's and the Provost's views, and future plans and goals for the unit.
- 4. *Dean's Annual Review Letter.* The Annual Review Letter shall be shared with the Dean and placed in their personnel file. The Dean may issue a written response to this document, which shall also be retained in the file.

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104.06 Periodic Evaluations of Deans

104.0601 General Policy Statement

Procedures for the periodic evaluation of Deans shall be guided by three essential principles: shared governance, impartiality, and transparency. The procedures enumerated below seek to realize these principles.

A. Interval of Periodic Evaluation:

The first periodic evaluation of an academic Dean shall cover a full three-year period occurring in the Dean's fourth year of appointment. Thereafter, periodic evaluations shall cover a full four-year period and occur every five years. All periodic evaluations begin in the Fall semester and conclude in the Spring semester of one academic year. Credit for service as an Interim Dean shall be determined by the Provost in consultation with the Dean at the time of permanent appointment. After the first periodic evaluation, the Provost may initiate an evaluation of a Dean at any time, but shall explain its necessity and appropriateness. Refer to Table 1 below for a sample periodic evaluation sequence.

Table 1. Sample Periodic Evaluation Sequence.

Appointment Year	Academic Year	Evaluation Year	Evaluation Review Period
1	2011-2012		
2	2012-2013		
3	2013-2014		
4	2014-2015	2014 – 2015	Evaluates Fall 2011 - Summer 2014
5	2015-2016		
6	2016-2017		
7	2017-2018		
8	2018-2019	2018 – 2019	Evaluates Fall 2014 - Summer 2018

B. Purpose and Objectives:

1. To provide the faculty and administration with information on the performance of academic Deans who report to the Provost, both annual reviews and periodic evaluations shall be practiced.
2. The periodic evaluation will help guide the Provost in carrying out their responsibilities with regard to appointing, renewing, and/or terminating Deans of academic units and

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facilitate the professional development of those Deans.

3. To this end, a Review Committee shall be charged with collecting information about the performance of an academic Dean. Findings of the Review Committee shall supplement information from other sources (e.g., Annual Review Letters, unit financial documents) to provide the Provost with a comprehensive record of the Dean's performance.

C. Timeline of Evaluation:

1. The Provost shall notify the Dean of the pending evaluation and appoint the Chair of the Review Committee in the Fall semester.
2. Within five working days of receiving the Provost's notification, the Dean under evaluation notifies the faculty and staff of their unit of the pending evaluation.
3. Within five working days of receiving the Provost's appointment, the Chair of the Review Committee shall call for the election of six faculty members from within the unit led by the Dean. Refer to section 104.0601(D)(3) for guidance on the manner in which the Review Committee members shall be elected.
4. The Review Committee will provide its Evaluation Report to the Dean no later than February 28th of the academic year during which the evaluation is conducted.
5. The Dean has the right to review and respond to the Review Committee's Evaluation Report no later than March 28th.
6. The Review Committee's Evaluation Report and the Dean's response shall be forwarded to the Provost no later than March 30th.
7. The Chair of the Review Committee presents the results of the Dean's Evaluation Report to the faculty of the Dean under evaluation no later than April 30th.
8. In the event that the dates in this timeline fall on a weekend or holiday, the documents are due the following business day.

D. Composition of Review Committee:

1. The Review Committee will be composed of seven members.
2. A Review Committee Chair, who is a senior faculty member from outside the unit led by the Dean being evaluated. The Provost shall appoint the Review Committee Chair. The Chair of the Review Committee shall receive one course reassigned time.
3. Six faculty members from within the unit led by the Dean, one of which must be a department chair. The faculty governance body from the unit led by the Dean under evaluation determines the manner in which the committee members shall be elected. In the case of a unit that does not have an elected faculty governance body, the faculty at large of the unit determine the manner in which the committee members shall be elected.
4. The Provost and the Dean under evaluation shall have the right to object to the inclusion of a member of the committee. Both parties shall each be allowed only one objection.

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5. No person with a conflict of interest may serve as a member of the Review Committee. All personal and professional conflicts of interest must be revealed to and reviewed by the Review Committee Chair prior to the selection of faculty to serve on the Review Committee. Such conflicts of interest include, but are not limited to, personal and professional interactions and relationships that would preclude dispassionate, disinterested, correct, complete, and unbiased participation in these matters. Spouses, immediate family members, and colleagues with an intimate personal relationship with the Dean are explicitly prohibited from participation.

E. Review Committee Procedures:

1. The Review Committee meets with the Provost and then with the Dean to be evaluated. At these meetings, the Review Committee:
 - a. Outlines the timeline for review and the evaluation criteria.
 - b. Requests relevant information to be considered during the evaluation. At this time, the Provost and the Dean may specify topics, questions, or concerns for the Review Committee to consider in making its evaluation, as well as particular individuals whose input would contribute to a complete review.
 - c. Informs the Provost and the Dean of:
 1. Their right to object to one member of the Review Committee, which shall trigger the search for a new member.
 2. The right to communicate with the Review Committee throughout the evaluation process. That is, the Committee must guarantee the Provost and the Dean the right to provide input at any time during the evaluation.
2. The Review Committee shall notify the faculty of the Dean under review of the procedures guiding the evaluation process and how the principles of shared governance, impartiality, and transparency shall be realized.
 - a. The notification shall include information about data collection, administration of the Dean Evaluation Questionnaire, how the identity of participants will be protected from unnecessary disclosure to the extent allowed by applicable law, and the Review Committee's guarantee to grant full access to anyone wishing to provide input at any time during the evaluation, unless a significant conflict of interest can be demonstrated.
 - b. Among its procedures, the Review Committee must administer the Dean Evaluation Questionnaire to the Dean's constituency. The Dean's constituency shall include, but not be limited to, Vice Presidents, Deans, Directors, the faculty and staff of the unit, the faculty governance body of the unit, and any other individuals who interact with the Dean on a regular basis.
 - c. In addition to the Dean Evaluation Questionnaire, the Review Committee shall gather information related to the topics, questions, and concerns noted by the Provost and Dean in their initial meetings.

F. Components of the Evaluation:

1. Evaluation Criteria

The evaluation criteria should be based on the duties specified in Article III, Section 2 of the Policies and Procedures of the University of West Georgia and the By Laws of the unit of the Dean under evaluation.

2. Evaluation Report

The Review Committee shall produce an Evaluation Report of its findings, which shall be descriptive in nature. The Evaluation Report shall not include interpretations of the findings, nor recommendations regarding personnel actions; however, the Review Committee may synthesize the data they collect relative to the evaluation criteria, to include the authority to edit, shorten, paraphrase or select qualitative comments as exemplary for presentation in the report. All of the comments received shall remain anonymous and shall be presented to the Provost in an appendix, in order that the unbiased nature of the synthesis can be verified. The full Evaluation Report shall remain in the Office of the Provost for the length of time mandated by BOR Standards and may be obtained by individual request.

The Evaluation Report shall include, but not be limited to, the following sections:

Introduction

- a. Purpose of the evaluation.
- b. Description of how the principles of shared governance, impartiality, and transparency have been realized through the process.
- c. Description of the procedures that guided the composition of the Review Committee.
- d. Disclosure of conflicts of interest, if any, and how they were handled.
- e. Discussion of the timeline of the evaluation.

Methodology

- a. Data collection efforts (e.g. description of the Dean Evaluation Questionnaire, distribution methods, response rate).
- b. Procedures to protect the identity of participants from unnecessary disclosure to the extent allowed by applicable law.

Results

- a. Descriptive analysis of data from the Dean Evaluation Questionnaire.
- b. Descriptive summary of additional data collected to include interviews with dean's peers, supervisors, and relevant external community when useful).

Conclusion

- a. Purpose of the evaluation (briefly revisited).
- b. Timeline for the next periodic evaluation, per guidelines in Table 1 in Section 104.0601.

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G. Post-Evaluation Conference with the Faculty. The Chair of the Review Committee shall present the Evaluation Report (minus the appendix) to the faculty of the unit no later than April 30th.

104.0602 Dean Evaluation Questionnaire

The Review Committee shall use the following questionnaire to evaluate the Dean. However, each unit may include additional context-specific items to the instrument. Additional items must be placed at the end of the questionnaire in a new section labeled Unit Specific Items.

Please tell us, what is your role at UWG?

- A. Faculty Member and/or Faculty Administrator
- B. Staff Member

Your responses may be quoted in the full report, but only anonymously and as part of aggregated data.

In your role as administrator, faculty, or staff, please rate the Dean's unit on the following questions related to leadership, faculty and program development, fairness and ethics, communication, and administration. Please use the following scale to help with your answer:

0 = Unable to Judge; 1 = Strongly Disagree; 2 = Disagree; 3 = Somewhat Disagree; 4 = Neither Disagree Nor Agree; 5 = Somewhat Agree; 6 = Agree; 7 = Strongly Agree

If you have insufficient experience to make an informed judgment, please choose "Unable to Judge."

Leadership

The Dean...

1. articulates a clear vision for the future of the unit.
2. involves the faculty in developing plans for the unit.
3. demonstrates a commitment to intellectual integrity and the pursuit of knowledge.
4. demonstrates administrative leadership of the unit.
5. is a professional role model for the unit.
6. weighs the opinions of all segments of the unit.

Faculty and Program Development

The Dean...

7. promotes a favorable environment for individual faculty development.
8. emphasizes teaching in consideration of tenure, promotion, and merit raises.
9. emphasizes service in consideration of tenure, promotion, and merit raises.

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10. emphasizes professional growth and development in consideration of tenure, promotion, and merit raises. (Note: each unit should adapt item #10 to reflect its P & T standards. For example, replace the term “professional growth and development” with “scholarship.”)
11. encourages creative approaches to teaching, research, and program development.
12. is responsive to the educational needs of the region when developing new programs.
13. supports student learning outcomes in work related to faculty and program development.

Fairness and Ethics

The Dean...

14. treats all members of the unit fairly irrespective of age, race, color, religion, sex, national origin, sexual orientation, disability, or veteran status.
15. respects views that are contrary to their own views.
16. exhibits high ethical standards in their official duties.
17. strongly encourages high ethical professional standards for all members of the unit.
18. exercises sound judgment in matters relating to faculty promotion and tenure.
19. exercises sound judgment in matters relating to staff hiring and promotion.
20. arbitrates disputes among faculty, staff, and department heads fairly.
21. affords departments opportunities to explain their resource needs.
22. affords all members of the unit opportunities to explain their individual needs and concerns.

Communication

The Dean...

23. welcomes constructive criticism from all members of the unit.
24. creates an environment where individuals are free to communicate without concern of rejection or reprisal.
25. provides feedback in a constructive manner.
26. is well-informed about my department’s accomplishments, challenges, and future plans.
27. communicates changes affecting all the members of the unit in a timely manner.
28. recognizes and expresses appreciation for the accomplishments of all members of the unit.
29. fosters and maintains positive external relationships.

Administration

The Dean...

30. uses administrative procedures that are clear and unambiguous for promotions, tenure, merit raises, leave, and other personnel actions.
31. exercises sound judgment in appointing associate and assistant Deans.
32. attends to administrative matters in a timely fashion.
33. conducts productive meetings.
34. handles concerns from all members of the unit well.
35. makes administrative decisions that facilitate improvement of the undergraduate programs.
36. makes administrative decisions that facilitate improvement of graduate programs.

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37. integrates planning, assessment, and budgeting when making decisions.is transparent about the unit's budget.
38. makes evidence-based decisions.
39. is a team player.

Open Ended Items

40. In your opinion, what are the Dean's strengths and/or contributions?
41. In your opinion, what are the Dean's weaknesses?
42. Please present any further comments you think would be helpful to the Dean in carrying out the academic mission of the school.
43. Please present any further comments you think would be helpful to the Provost.

Unit Specific Items

Units may use Likert scale or open-ended items; regardless, the items should begin with number 44. Units that opt to use a Likert scale must employ the same response options used in items 140.

105 Dismissal Process of a Faculty Member

The President may at any time remove any faculty member for cause. Adequate cause for dismissal will be related directly or substantially to the fitness of the faculty member in their professional capacity. Dismissal will not be used to restrain faculty members in their exercise of academic freedom or rights protected by the United States Constitution.

The [*Board of Regents Policy Manual, University System of Georgia, Section 8.3.9.1*](#) states grounds for dismissal (8.3.9.1) of tenured faculty. Board Policy (8.3.9.1.9) permits institutions to make additions to grounds for dismissal. The grounds for dismissal which follow are institutional grounds and are superseded by Board Policy in all cases of conflict. Grounds or "cause" for dismissal may include, but shall not be limited to, the following conduct unbecoming a faculty member:

Grounds for Removal ([*Section 8.3.9.1, Board of Regents Policy Manual, University System of Georgia*](#)).

1. Conviction or admission of guilt of a felony or of a crime involving moral turpitude during the period of employment—or prior thereto if the conviction or admission of guilt was willfully concealed.
2. Professional incompetency, intentional or habitual neglect of duty, or default of academic integrity in teaching, in research, or in scholarship.
3. Unlawful manufacture, distribution, sale, use or possession of illegal drugs as defined by Georgia laws; teaching or working under the influence of alcohol which interferes with the faculty member's performance of duty or his/her responsibilities to the institution or to his/her profession (BOR minutes 1989-90, pp.384-385).

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4. Conviction or admission of guilt in a court proceeding of any criminal drug offense (BOR Minutes, 1989-90, pp. 384- 385).
5. Physical or mental incompetency as determined by law or by a medical board of three (3) or more licensed physicians, or as otherwise authorized by law.
6. Intentional misrepresentation related to official documents filed with the Institution
7. Disruption of any teaching, research, administrative, disciplinary, public service or other authorized activity.
8. Willful violation of Regents' or Institution's published policies and procedures that constitute serious misconduct.

106 Right to Redress

(See *Policies and Procedures Manual*, Article V, Section 3)

107 Dispute Resolution and Grievance Procedures

The University of West Georgia recognizes the value of constructive dispute resolution. Faculty, staff, and students at the University of West Georgia are encouraged to seek resolution of any conflict through informal discussion with those persons involved. If such informal efforts do not resolve the dispute, the parties may choose to utilize the Office of the Ombuds (see section 107.01), the services of the Alternative Dispute Resolution (ADR) Program (see section 107.02) and/or may pursue resolution of disputes through established Grievance Procedures (see section 107.03).

107.01 Office of the University Ombuds

The Office of the Ombuds has been established to provide an accessible, informal channel of communication to facilitate non-adversarial means of dispute resolution and to promote conflict management and cooperation throughout the University community. The office will work to resolve concerns, complaints and questions about University policies, procedures and practices in a neutral, impartial and confidential manner.

In their dealings with visitors (i.e. faculty, staff and students), Ombuds staff will act with integrity and will advocate, not for any individual, but for fairness, equitable treatment, and respect throughout the University community. Ombuds staff shall be properly trained and will adhere to the Code of Ethics and Standard Operating Practices of the International Ombudsman Association.

107.0101 Purpose and Scope

The University Ombuds Office is an independent source of assistance to faculty, staff and students who seek guidance in dealing with problems, issues and conflicts. The office works outside the formal organizational structure of the University to resolve concerns and complaints. Ombuds personnel promote communication, fairness and civility in work relationships and in the resolution of conflicts. The office supplements, rather than replaces, other alternative dispute resolution (ADR) processes at the University. It strives to help parties reach mutually acceptable resolutions of disputes in non-adversarial fashion. Ombuds staff also design and conduct training programs in conflict resolution and related areas for the University community.

Without violating the confidential nature of the information, Ombuds staff may make recommendations for institutional change to the President when appropriate (e.g. policy change, needed training, or other procedures that may enhance the campus climate). They also may provide feedback regarding trends or issues.

107.0102 Organization and Procedures

Professional staff in the University Ombuds office are appointed by, and report to, the President of the University. The office shall operate independent of the ordinary line and staff structure of the University.

The office shall have access to any University office and will be provided information in an expeditious manner. It shall safeguard the confidentiality of that information. Ombuds serve neither as advocates nor as adjudicators and do not exercise decision-making authority. It shall not be involved in any compliance function of the institution. Contact with the Ombuds office is voluntary and shall not be required.

Ombuds provide informal, confidential guidance to visitors and assist the University community in the development of policies and procedures. They listen, offer information on University policies and procedures, discuss options, make inquiries and referrals, and facilitate communication. Ombuds will explain the limits of services to visitors and the policy of confidentiality. No member of the University community shall experience reprisal in seeking the services of the office.

Ombuds do not take sides in a conflict and strive to ensure fair and equitable treatment for all concerned. Ombuds must consider the interests of all individuals affected.

With the permission of the visitor, the Ombuds will meet with all parties involved in a conflict. If the Ombuds determines that formal mediation may be appropriate, the parties involved in the conflict will be referred to the ADR liaisons who will arrange the mediation. Ombuds will advise visitors of proper procedures to follow, including the lodging of a formal grievance, if necessary. At that point, the Ombuds will withdraw from the process.

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The Ombuds office may initiate review without a specific complaint in the determination of procedural or systemic problems. An Ombuds may decline or withdraw from involvement in any matter which is inappropriate for the engagement of the office. An Ombuds shall avoid situations in which there is appearance of conflict of interest.

Contact with the Ombuds office is not regarded as official notice to the University on any matter nor is an Ombuds required to report any such communication to the University. If a visitor wishes to put the University on notice, the Ombuds will make a referral to the appropriate official.

107.0103 Code of Ethics and Standard Operating Procedures

The Ombuds office at the University of West Georgia will adhere to the Code of Ethics and Standards of Practice of the International Ombudsman Association.

A. Independence

The Ombuds office reports to the President of the University. It shall function free from interference and will not be constrained by the organizational structure of the institution. Ombuds staff will have no other affiliation or function at the University which might compromise their independence. To fulfill Ombuds functions, the Ombuds office shall have a specific, allocated budget, adequate space, and sufficient resources to meet operating needs and pursue continuing professional development. The Ombuds shall have the authority to manage the budget and operations of the Ombuds office.

B. Neutrality and Impartiality

An Ombuds shall not advocate for any individual but shall strive for fair and equitable treatment for all members of the University community. Ombuds must avoid participation in matters which would create a conflict of interest or otherwise compromise neutrality, including involvement in a compliance function.

C. Confidentiality

The Ombuds office shall not reveal the name of any party with whom it has communicated and shall maintain confidentiality in communications, disclosing confidential information only when given permission, when compelled by law, judicial subpoena or court order or when there is an imminent risk of possible violence or physical harm to self or others as determined by the Ombuds.

D. Informality

Ombuds will not participate in any internal formal grievance process or external formal process or action, even if given permission to do so.

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The Ombuds office does not keep records for the University and in carrying out its mission is not authorized to:

- A. Make, change, or set aside a law, policy, or administrative decision; Make binding decisions or determine rights;
- B. Compel anyone to implement recommendations;
- C. Conduct investigations that substitute for administrative or judicial proceedings; Give legal advice;
- D. Determine “guilt” or “innocence” of anyone accused of wrong-doing;
- E. Provide testimony in formal grievance or disciplinary procedures or litigation except to explain the role of the office and provide publicly available information (unless ordered to do so by a judge);
- F. Maintain formal written case records identifying users of the office; and
- G. Assist individuals with an issue that is currently pending in a formal forum (e.g.: a grievance) unless all parties and the presiding officer in that action explicitly consent to suspend the formal process.

107.0104 Evaluation

Evaluation of the Ombuds office and staff will be conducted periodically by the University President through external review and shall include an assessment of visitor satisfaction.

107.0105 Reporting

The Ombuds office shall at least annually make reports to the University President, the Committee on Alternative Dispute Resolution and the campus community on conflict trends and areas of general concern regarding policies and procedures.

107.0106 Adoption

These Terms of Reference and any subsequent amendments shall be approved by the Committee on Alternative Dispute Resolution, the Faculty Senate and the President of the University. They shall be effective on the date approved by the President and shall be incorporated into the dispute resolution and grievance procedures in the faculty, employee and student handbooks. **107.02**

Ombuds Office Initiation of Intake for Alternative Dispute Resolution

Ombuds Office functions the intake point for the UWG ADR Program, whose services an individual may use as s/he seeks to resolve a conflict.

107.0201

The ADR program is run by the Committee on Alternative Dispute Resolution, which will consist of persons recommended by the Ombuds Office [and appointed by the President]. Each college or school and the library will be represented on the committee. The committee will

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participate in a variety of tasks associated with mediation, including but not limited to: overseeing the general operations of the ADR program; distributing and updating information about the program's policies and procedures; coordinating mediation training for faculty; screening requests for mediation to determine the appropriateness of mediation (including the willingness of parties to participate in mediation); securing the consent of all parties involved and arranging for an approved neutral or neutrals to mediate the dispute; and maintaining all necessary records, forms of consent, and evaluations required during the mediation process; and overseeing all ADR-related tasks requested by the Board of Regents.

107.0202.1 At its first meeting of the year, the committee will elect a chair from its membership to serve for a two year term. The chair may be re-elected for one subsequent term.

107.0203 The Committee on Alternative Dispute Resolution will recruit mediators from the faculty at the university. Each person wishing to mediate must have successfully completed an appropriate course designed to train mediators. In those cases where it may be deemed appropriate to obtain the services of a mediator from off-campus, the ADR committee will contact the office of the Consortium on Negotiation and Conflict Resolution (CNCR).

Every effort will be made to provide appropriate training to faculty who are interested in becoming mediators within the University System of Georgia.

107.0204 Requests for Mediation

Any member of the University Community may request a mediation to resolve disputes with any other member.

Seeking a solution through mediation does not take away an individual's rights to pursue claims through the grievance process or litigation.

Under ordinary circumstances, parties involved in a dispute would ideally attempt mediation before pursuing claims through the grievance process or litigation. There may be cases, however, in which parties involved in a dispute may wish to request suspension or delay of a grievance process in order to pursue possibilities for a mediated resolution of their dispute. If a grievance process is interrupted in this way and a solution is not reached in mediation within twenty (20) working days from the initial request for mediation, aggrieved parties may return to the grievance process.

107.0205 The Mediation Process

If the Ombuds office has determined that mediation is appropriate, it will forward requests to the ADR committee to assist parties in resolution of their dispute(s). It will be the responsibility of the mediator(s) to arrange for an appropriate time and place to conduct the mediation, and to conduct the mediation according to all applicable policies and procedures.

Procedures that govern the mediation process include the following:

A. Mediation is a form of dispute resolution in which a neutral party, a trained mediator,

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attempts to assist parties in conflict to negotiate a mutually satisfactory resolution to their dispute. A mediator does not decide who wins or loses the dispute. A mediator does not act as judge or jury, does not take sides in disputes, and does not guarantee the results of mediation. Instead, a mediator is in the role of a neutral third-party who establishes a fair and structured process which facilitates communication and mutual decision-making between and among parties to a dispute.

B. At the beginning of the mediation session, the mediator(s) will inform the parties involved of the policies and procedures that will be followed and will ensure that participation in mediation is purely voluntary. No mediation will occur without the consent of all parties involved.

C. If the mediator(s) allow the parties to have an advisor present, the mediator(s) will decide to what degree the advisor may participate in the process.

D. All parties will be given the opportunity to present their side of the matters at issue in their own words. Because mediation is essentially a communication process and not a legal proceeding, the customary rules of evidence do not apply. Parties are free to discuss any matters related to the issue(s) they believe will support resolution of their dispute(s).

E. Confidentiality. The discussions held during mediation are strictly confidential with the following exceptions: confidentiality does not extend to a situation in which conduct by either party is criminal in nature or statements are made during the process of mediation that involve threats of imminent violence to self or others. Confidentiality does not include discrimination as defined by Title IX of the Education Amendments of 1972.

In light of this commitment to confidentiality, the mediator(s) will not retain any notes taken during the mediation, no recording will be permitted during the mediation process by any parties involved and it is understood that mediators cannot testify for or against any party should the dispute be subsequently pursued through grievance and/or legal proceedings.

F. A successful mediation is one in which the parties involved in the dispute reach an agreement described as “win/win.” In mediation, parties agree only to things that are acceptable to them, to resolutions which each believes will actually resolve the dispute(s) between/among them. Because parties jointly work to resolve the dispute, the resolutions are frequently more creative and have the potential to enhance, or at least preserve, relationships better than other forms of dispute resolution.

G. If an agreement is reached, the agreement will be written by the mediator(s), and signed by all parties. A copy of the agreement will be given to the parties but not retained by the mediator(s).

H. The mediator(s) will inform the Ombuds office only that an agreement was or was not reached.

I. Each participant in mediation will be given the opportunity to evaluate the mediation process at the conclusion of the mediation.

J. It is important to understand that: time spent in mediation will be considered part of the working day and will not require any person to take leave to participate. All supervisors will make reasonable efforts to enable employees to be available for participation in mediation.

K. The acceptance or refusal of either party to submit a dispute to a mediator will not influence the outcome of any subsequent grievance proceeding.

107.0206 Limitations to Mediation

It is important to understand that not all disputes are appropriate for mediation. Some examples of disputes that are not appropriate for mediation include those that have been the subject of a final ruling or decision in accordance with University policies and procedures; disputes involving purely academic decisions (i.e., faculty assessment of students' work); disputes involving trivial matters; allegations of sexual harassment; complaints of discrimination based on protected class; and disputes that have no relation to the University. It is also important to understand that mediation will not result in resolution for every dispute.

107.03 Grievance Procedures

A. Initiating a Grievance. The Grievance Process will begin when a Complainant files a formal complaint with the respondent's immediate supervisor. It will continue, if no satisfactory resolution is reached, with appeals up the administrative chain through the level of Provost. When all administrative appeals are exhausted, parties may request a formal grievance hearing by filing a formal petition with the Chair of the Faculty Development Committee. The parties should understand that a committee appointed to hear the grievance functions solely to study the case and to make recommendations to the President of the University; it is not empowered to make or reverse decisions.

B. Definitions

Complainant: A faculty member who has a complaint or grievance.

Due Process: A meaningful opportunity to be heard at each stage in the process. While it may or may not require trial-like processes, it does include the opportunity to know and counter opposing claims, characterizations and arguments and the expectation that any persons charged with hearing the dispute will be neutral.

Grievance: A formal complaint that has not been resolved through available dispute resolution processes or by administrative review.

Faculty Grievance Committee: A select faculty committee established through the Faculty Development Committee to hear a given grievance.

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Parties: The complainant and the respondent.

Grievance Complaint Record: The exclusive record for decisions including all documents submitted as part of a Grievance.

Respondent: Individual against whom a complaint is brought.

Teaching Faculty: Full time faculty members whose duties are less than one-third administrative.

C. Grievable Actions

Grievable complaints may arise from any circumstance in which a faculty member alleges mistreatment, including arbitrary actions, decisions or evaluations to include allegations of:

- a. Irregular, arbitrary or inappropriate procedural and/or policy decisions related to matters such as salary, promotion and/or tenure, performance requirements, performance assessment, and reassignment or suspension (with or without pay)
- b. Denial of access to department, division, college or university resources; and/or
- c. Persistent and recurrent patterns of actions that indicate arbitrary assignment of duties and scheduling.

Complaints alleging discrimination under federal or state civil rights law should not be pursued through Grievance Procedures, but should be directed to tribunals or procedures established by the Social Equity Officer of the Human Resources Department.

Non-grievable complaints include the following:

- a. The legitimate non-arbitrary exercise of judgment by supervisors in keeping with University policies and procedures;
- b. Non-renewal of a contract of a non-tenured faculty member provided that the institution has complied with procedural due process notification requirements;
- c. Decisions based on the University System of Georgia Board of Regents Policy concerning Illicit Drugs. (Business Procedures Manual, Volume 3A Revised, Personnel Policies and Procedures, Page 11-A and Page 12);
- d. Tenure and Promotion Decisions that have been upheld by appropriate and approved tenure and promotion policies and procedures;
- e. Dismissal for cause of tenured faculty members in accordance with Board of Regents Policy [Section 8.3.9, Board of Regents Policy, University System of Georgia.](#)

107.0301 Timeframe for filing a Grievance Complaint.

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A grievance complaint must be formally initiated within three (3) calendar months of the occurrence of a grievable action or last occurrence of a pattern of grievable actions and shall follow the stated procedures at each level. Time spent in consultation with the Ombudsmen or in ADR may be grounds for an extension of this timeframe.

107.0302 Role of Respondent's Immediate Supervisor

A. The grievance process is initiated when a Complainant formally submits a complaint to the Respondent's immediate supervisor. A formal complaint will include the following:

- a. Name and department or administrative unit of the Complainant,
- b. Name(s) and department or administrative unit of the Respondent(s),
- c. Description of the nature and effect of actions or decisions being complained of,
- d. Evidence supporting the complaint,
- e. Statement of desired outcome,
- f. Signature of Complainant and date.

The immediate supervisor will open a formal confidential Grievance Complaint Record file. This file may be housed in a digital format. The complaint and all documents submitted in regard to the complaint shall be included in this file.

B. Within five (5) working days of receiving a formal complaint, the immediate supervisor must notify the Respondent that a complaint has been received and provide the Respondent with a copy of the complaint. Within ten (10) working days of notification, the Respondent must provide a written response to the immediate supervisor. Upon receipt of the written response, the immediate supervisor will place it in the Grievance Complaint File and will send a copy of the response to the complainant.

C. Within ten (10) working days of receiving the Respondent's written response the immediate supervisor will:

- a. Review the Grievance Complaint File,
- b. Meet with all parties to understand their views,
- c. Consult with any appropriate resource persons for clarification,
- d. Review appropriate written policies and procedures,
- e. Provide a written decision to the parties and place a copy in the Grievance Complaint File.

D. Upon receipt of the Immediate Supervisor's decision the Complainant may, within ten (10) working days after notification, appeal the decision to the next higher administrator.

107.0303 Role of Dean of College

A. In the case that the Respondent's Immediate Supervisor is a college Dean, the Dean will act as the Immediate Supervisor. If the Respondent's Immediate Supervisor ranks below the level of

college Dean, appeals from an Immediate Supervisor's decision are filed with Dean of the Respondent's College.

An appeal to the Dean is initiated when a Complainant formally submits an appeal to the appropriate Dean. The Dean or higher administrator must send a copy of the formal appeal to the Respondent. A formal appeal will include the following:

- a. Name and department or administrative unit of the Complainant
- b. Name(s) and department or administrative unit of the Respondent(s),
- c. Reasons for disagreement with the Immediate Supervisor's decision,
- d. Evidence supporting the appeal,
- e. Statement of desired outcome,
- f. Signature of Complainant and date.

Within three (3) working days after receiving a Grievance Complaint Appeal, the College Dean will request that the Immediate Supervisor forward the Grievance Complaint File. The Dean will add the appeal and all documents submitted regarding the appeal shall be added to the Grievance Complaint File.

- B. Within five (5) working days of receiving the Grievance Complaint File, the Dean must notify the Respondent that an Appeal has been filed and provide the Respondent with a copy of the Appeal. Within five (5) working days of this notification, the Respondent must provide a written response to the Dean. Upon receipt of the written response from the Respondent, the Dean will place it in the Grievance Complaint File and forward a copy to the Complainant.
- C. Within fifteen (15) working days of receiving the appeal response the Dean will:
 - a. Review the entire Grievance Complaint File, including the Appeal and Response,
 - b. Meet with all parties to understand their views,
 - c. Consult with any appropriate resource persons for clarification,
 - d. Review appropriate written policies and procedures,
 - e. Provide a written decision to the parties and place a copy in the Grievance File.
- D. Upon receipt of a Dean's written decision, a Complainant may, within ten (10) working days after notification, appeal the decision to the Provost and Vice President for Academic Affairs.

107.0304 Role of Provost and Vice President for Academic Affairs

- A. Appeals from a Dean's decision must be formally filed with the Provost and Vice President for Academic Affairs. The Complainant must send a copy of the appeal to the Respondent and to the appropriate Dean. A formal appeal will include the following:
 - a. Name and department or administrative unit of the Complainant,
 - b. Name(s) and department or administrative unit of the Respondent(s),
 - c. Reasons for disagreement with the Dean or supervisor's decision,

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- d. Evidence supporting the appeal,
- e. Statement of desired outcome,
- f. Signature of Complainant and date.

Within three (3) working days after receiving a Grievance Complaint Appeal, the Provost/Vice President will request that the Dean forward the Grievance Complaint File and place the new appeal and all documents that are part of it in the Grievance Complaint File.

B. Within three (3) working days of receiving the Grievance Complaint File, the Provost/Vice President must notify the Respondent(s) that an Appeal has been filed and provide the Respondent(s) with a copy of the Appeal. Within five (5) working days of this notification, the Respondent(s) must provide a written response to the Provost/Vice President. Upon receipt of the written response, the Provost/Vice President will place it in the Grievance Complaint File and will forward a copy to the Complainant.

C. Within fifteen (15) working days of receiving the appeals response the Provost/Vice President will:

- a. Review the entire Grievance Complaint File, including the Appeal and Response,
- b. Meet with both parties to understand their views,
- c. Consult with any appropriate resource persons for clarification,
- d. Review appropriate written policies and procedures,
- e. Provide a written decision to the parties and place a copy in the Grievance Complaint File.

D. Upon receipt of the Provost/Vice President's decision, the Complainant may, within ten (10) working days after notification, petition the Chair of the Faculty Development Committee for a full Grievance Hearing by a Faculty Grievance Committee. Within three (3) working days of receiving an appeal, the Chair of the Faculty Development Committee will request, and the Provost/Vice President shall forward to the Chair of the Faculty Development Committee, the entire Grievance Complaint File.

107.0305 The Formation and Work of a Select Committee on Faculty Grievances

A. A Petition for a full Grievance Hearing by a Faculty Grievance Committee occurs when a formal request is submitted to the Chair of the Faculty Development Committee. A copy of the Petition must be sent to the Respondent. The Petition must include:

- a. Name and department or administrative unit of the Complainant,
- b. Name(s) and department or administrative unit of the Respondent(s),
- c. Brief description of the nature and effect of actions or decisions being complained of,
- d. Reasons for disagreement with prior administrators' judgments in the matter,
- e. Evidence supporting the complaint,
- f. Statement of desired outcome,

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- g. Signature of Complainant and date.

While the exact wording need not be replicated, the grievance appeal may not significantly diverge from the original complaint. A Complainant may request representation on the committee of specific categories of people such as veterans, women, disabled people or ethnic and racial minorities. When forming a Faculty Grievance Committee, the Faculty Development Committee will make a good faith effort to honor such requests.

- B. Within ten (10) working days of receiving a petition for a grievance hearing and the Grievance Complaint File, the Faculty Development Committee will determine by majority vote whether the issue[s] fall within the definition of a grievable complaint. As soon as is practicably possible, again by majority vote, the Faculty Development Committee will select from among UWG Teaching Faculty individuals suitable to serve as members for this Faculty Grievance Committee. A new Faculty Grievance Committee will be formed each time a grievance petition is submitted. The Chair of the Faculty Development Committee may not be a member of a Faculty Grievance Committee.
- a. In most cases, a seven-member committee of faculty members will be selected to hear a given grievance: one from the College of Arts, Culture, and Scientific Inquiry ~~Arts and Humanities, one from the College of Science and Mathematics, one from the College of Social Sciences,~~ one from the College of Education, one from the Richards College of Business, ~~one from the University College, one from the School of Nursing, one from the School of Communication and Media,~~ and one from the Library. Committee member selection shall aim to assure that the Complainant receives a fair and impartial hearing.
 - b. Once the list of members has been identified, the Chair of the Faculty Development Committee will disclose the list of proposed Grievance Committee members to the Parties. Parties to the dispute may challenge the fitness of an individual member to serve on the committee by providing evidence of bias, partiality, or conflict of interest. The Faculty Development Committee will decide the merits of such challenges by majority vote and recuse a member found to be unacceptable.

- C. **Organizational Meeting.** Within ten (10) working days after determining the Grievance Committee's membership, the Chair of the Faculty Development Committee will convene a closed organizational meeting of the full committee. The Chair of the Faculty Development Committee will briefly specify the allegations in the complaint and summarize University policy including rules governing the committee's work and convey the Grievance Complaint File, including the appeal petition, to the Faculty Grievance Committee. The Faculty Grievance Committee will select a Chair of the committee from among its members.

The chair of a Faculty Grievance Committee is required to convene meetings to hear the grievance petition, ensure that all parties to the dispute and members of the committee receive all relevant documents and communications and will work collaboratively with other Committee members to produce the Final Grievance Report and Recommendations.

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D. Authority of the Committee. A Faculty Grievance Committee has the authority to conduct inquiries into faculty grievances, to provide to all parties a meaningful opportunity to be heard before a neutral panel of faculty members and to present its findings and recommendations to the President of the University. A Faculty Grievance Committee may consult with or seek clarification from any University resource officers or other persons knowledgeable about university processes or policies. All Committee business is confidential and Committee members will hold no *ex parte* meetings with the parties nor conduct outside discussions regarding the grievance.

E. Grievance Hearing.

- a. A Grievance Hearing should be convened within fifteen (15) working days after the Organizational Meeting's completion.
- b. Due to its confidential nature, the hearing will be closed.
- c. Parties must attend the Grievance Hearing.
- d. An audio recording or complete transcript of the proceedings will be kept and made available to the parties on request. Recordings and transcripts are otherwise regarded as confidential, though they may be subject to provisions of the Georgia Open Records Act.
- e. Each Party may have present at the hearing one advisor chosen from among current University of West Georgia employees and one observer. Parties will be afforded reasonable time to consult with their advisors. Neither advisors nor observers will be allowed to represent the Parties.
- f. Parties will be given an opportunity to present necessary witnesses, documentation or other evidence including material from the Grievance Complaint File, but staff from the University Ombuds office may not serve as witnesses in a formal complaint. When witnesses cannot appear in person, and when fairness requires, a Faculty Grievance Committee may admit testimony by sworn affidavit. Witnesses will be admitted to the hearing only when their participation is required.
- g. Members of the Faculty Grievance Committee may question each witness. After members conclude their questions, Parties will have the right to question witnesses. The chair is to ensure that questions are not irrelevant to the hearing, nor asked solely to embarrass, harass or intimidate witnesses. Neither party shall be allowed to interfere with the orderly presentation of the other's case.
- h. A Faculty Grievance Committee will not be bound by formal rules of legal evidence. A Committee may admit any evidence it deems of value or exclude any evidence it deems irrelevant or beyond the scope of its authority.
- i. A Faculty Grievance Committee may, at its discretion, grant breaks to enable parties to investigate evidence when a valid claim of surprise is made or if an interruption of the proceedings would be desirable.
- j. The findings, conclusions and recommendations of a Faculty Grievance Committee will be based solely on the record of the hearing.
- k. There will be no public statements by any person involved in the Grievance Hearing

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before the Grievance Hearing has been concluded and Grievance Committee's Report delivered to the President of the University.

- l. Members of a Faculty Grievance Committee must be present or participate in the Grievance Hearing to vote. Within three (3) working days after the conclusion of the Grievance Hearing, the Committee must meet in closed session to decide its findings and recommendations. All recommendations of a Faculty Grievance Committee must be based on majority vote. Votes will be cast by secret written ballot and the precise tally shall be reported to the President.
- m. Within ten (10) working days after concluding its work, a Faculty Grievance Committee must submit a written report of its findings and recommendation(s) to the President of the University. The Report will follow the guidelines stated below:
 1. Findings of Fact: A brief summary of the facts as determined by the Faculty Grievance Committee from the evidence presented at the Grievance Hearing, including a statement as to the nature of the case. This summary will state findings of fact on each major issue raised by the parties.
 2. Violations: A general statement of Regents' Policies or institution rules and regulations violated, if any, and/or the stated reasons for the action.
 3. Recommendation: A statement specifying the action the Faculty Grievance Committee recommends. The Grievance Committee will keep its purpose in mind and limit the scope of its recommendations to the case before it. To reduce the length of the decision without sacrificing clarity, the Faculty Grievance Committee report should include only such factual recitals as necessary to present and support its conclusions.

Copies of the Report must be provided to the Parties.

107.0306 Role of the President of the University

The President of the University will review the Faculty Grievance Committee's recommendation(s) and render a written decision for the University within fifteen (15) working days. The President will send copies of the written decision to each of the Parties and place a copy in the Grievance Complaint File. Appeal from the President's decision must be made to the Board of Regents of the University System of Georgia.

108 Non-renewal of Non-tenured Faculty During Times of Financial Exigency

108.01 Criteria

The following criteria are to be used in determining the comparative value of non-tenured faculty to a department or area in order to determine which faculty members will not be rehired when

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faculty is to be reduced because of financial exigency. The first two are clearly interrelated and most important. The others are of lesser importance.

108.0101 Departmental (Area) Needs

108.0102 Teaching Effectiveness

108.0103 Service to the Department and University

108.0104 Professional Growth

108.0105 Student Success Activities

108.0106 Academic Achievement

108.0107 Number of Academic Years of Service to the Institution

108.0108 Service to the Community

Definitions of criteria 2,3,4,5, and 6 are included in the Section 103.03.

Each spring semester departmental needs are to be determined by the department chair in consultation with faculty members who shall assess the effectiveness and value of each program or course offering to the department and university. Each spring semester the supervisor of each of the "other" areas will consult with faculty members who shall assess the effectiveness and value of each function of the area to the area and university.

108.02 Procedures

108.0201 Each department or area shall decide in the spring of each year on the consultation procedure to be used in the event that it is necessary to reduce faculty for financial reasons.

108.0202 At the time that a department chair or supervisor is informed that a staff reduction for financial reasons is necessary, they shall institute the following procedures:

- A. The department chair or supervisor shall provide copies of each non-tenured faculty member's curriculum vita (defined in "Criteria for Promotion and Tenure" in this handbook) to the appropriate persons. They shall also provide those persons with a copy of the statement of the departmental assessment made in the preceding spring.
- B. The department chair or supervisor shall consult with members of the department or area (in the manner decided upon by the department or area) to evaluate each non-tenured member (except themselves) according to the criteria. The consultation shall culminate in written evaluations of each non-tenured faculty member. Each evaluation shall be signed or

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initialed by the department chair and the person making an individual evaluation or the persons making a collective evaluation.

- C. The department chair or supervisor shall prepare an abstract of the evaluations, noting both the strengths and weaknesses of each person evaluated and shall also prepare a ranking list of the non-tenured faculty of the department or area.
- D. The abstracts and the ranking list shall be forwarded to the dean of the college.
- E. The individual evaluations from which the abstracts were prepared shall not be destroyed until final action on the reduction of faculty has been effected.

108.0203 Persons whose contracts are not to be renewed because of action taken under these procedures shall be notified of such nonrenewal at least ninety (90) days before date of layoff or termination. A person wishing to submit an appeal or to institute a grievance procedure must do so within twenty days of notification of nonrenewal. If a person appeals and is rejected and wishes to institute a grievance, they must do so within five days of the rejections.

108.0204 When a faculty member teaches courses or serves in another department or area than that which is their primary responsibility or when they are on loan for less than a year to another department or area, they shall be evaluated according to these procedures by their home department. The department chair or supervisor, however, shall consult with the department chair or supervisor in the other area and include the latter's evaluation in their ranking.

108.0205 A faculty member who no longer performs their primary function in the department or area in which they hold rank shall not be evaluated by that department or area according to these procedures until after they have returned to that department or area and has served for an academic year.

108.03 Reappointment of Faculty Who Are Terminated For Financial Reasons

108.0301 The University shall maintain a list of all employees not re-appointed for financial reasons. They shall be listed by service area and function or by department and area of specialization.

108.0302 When positions are reinstated in an area or department for which non-renewed faculty members qualify, they shall be offered the position and given a reasonable time within which to accept or decline it.

109 Academic Freedom, Responsibility, and Professional Ethics

(see Article V. Section 1, UWG Statutes)

109.01 Academic Freedom

Any faculty member is entitled to full freedom in research and in the publication of results, subject to the adequate performance of their other academic duties, but research for pecuniary

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return shall depend on the approval of the President.

Any faculty member is entitled to freedom in the classroom in discussing their subject, but should be careful to present the various scholarly views related to the subject and avoid presenting totally unrelated material. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

109.02 Academic Responsibility

The concept of freedom should be accompanied by an equally demanding concept of responsibility. The college or university teacher is a citizen, a member of a learned profession and an officer of an educational institution. When such a person speaks or writes as a citizen, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As a person of learning and an educational officer, they should remember that the public may judge the professional and the institution by one's utterances. Hence, they should at all times be accurate, should exercise restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not an institutional spokesperson.

109.03 Professional Ethics

The professor, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognizes the special responsibilities placed upon them. One's primary responsibility to one's subject is to seek and to state the truth as one sees it. To this end, one should devote one's energies to developing and improving scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although one may follow subsidiary interests, these interests must never seriously hamper or compromise freedom of inquiry.

As teacher, the professor encourages the free pursuit of learning by their students. They hold before them the best scholarly standards of their discipline, demonstrates respect for the student as an individual, and adheres to the proper role as intellectual guide and counselor. They make every reasonable effort to foster honest academic conduct and to assure that evaluation of students reflects their true merit. They respect the confidential nature of the relationship between professor and student, avoids any exploitation of students for private advantage and acknowledges significant assistance from them. They protect their academic freedom.

As a colleague, the professor has obligations that derive from common membership in the community of scholars. They respect and defends the free inquiry of associates. In the exchange of criticism and ideas, they show due respect to associates and respect for the opinion of others. They acknowledge academic debts and strives to be objective in the professional judgment of colleagues. They accept a share of faculty responsibilities for the governance of the institution.

As a member of the institution, the professor seeks above all to be an effective teacher and scholar. Although they should observe the stated regulations of the institution, provided they do not contravene academic freedom, they should maintain the right to criticize and seek revision. They determine the amount and character of work to be done outside the institution with due regard to their paramount responsibilities within it. When considering the interruption or termination of their service, one recognizes the effect of one's decision upon the program of the institution and gives due notice of intentions.

As a member of the community, the professor has the rights and obligations of any citizen. They measure the urgency of these obligations in the light of responsibilities to their subject, students, profession, and institution. As a citizen engaged in a profession that depends upon freedom for its health and integrity, the professor has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

110 Faculty Transcripts and Verification of Degrees

All faculty must have official transcripts on file in the Provost and Vice President for Academic Affairs office for each degree completed. The University does not officially recognize the award of the degree until the official transcript is received. A faculty member whose last degree was pending when employed should be certain that a transcript has been sent which shows the conferral of the degree. Faculty members who attain a higher degree after employment should do likewise. Catalogue listings of degrees must be strictly accurate on the date of the publication.

Verification of all degrees held by individuals being considered for positions on the faculty of University of West Georgia shall be a requirement before a definite commitment for employment becomes valid. The Provost and Vice President for Academic Affairs is responsible for obtaining certification of degrees.

111 Employee Benefits

111.01 Vacations

1. Effective July 1, 1983, 12-month faculty accrue vacation at the following rate ([Section 8.2.7.1, Board of Regents Policy Manual, University System of Georgia](#)):
 - 1¾ working days per month.
 - Time off for holidays is in addition to earned vacation.
2. Earned vacation may be accrued up to a maximum of 45 working days. Employees shall be compensated for all accrued vacation time upon termination of service for any reason or when converted to an academic contract.
3. Regular part-time employees on a 12-month contract shall accrue vacation time in proportion to their working hours.

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4. Vacation shall be taken at times mutually acceptable to the employee and their supervisor.
5. All employees on a twelve-month contract are expected to be on duty during university vacations unless they choose to count this time as part of their annual vacation.
6. As used in this section, the term holiday means Thanksgiving Day, Independence Day, Christmas Day, etc., when all offices in the University are closed. The term university vacation refers to that time when students are not in attendance.

111.02 Leave

111.0201 Sick Leave with Pay

Nine-month faculty will accrue nine days of sick leave each academic term (at the rate of one day per month of service) and up to three days if they teach in the summer session. Faculty working less than one-half time will accrue no sick leave. Temporary faculty members will accrue no sick leave.

Regular nine-month faculty accrue:

- day/month - September through May = 9 days
- Regular faculty teaching summer school = 10% = 1day (1 course), 20% = 2 days (2 courses), 30% = 3 days (3 courses)

111.0202 Sick Leave Without Pay

Any employee unable to return to work after exhausting all accumulated sick leave and accrued vacation leave may be granted sick leave without pay for a period not to exceed one year. Furthermore, such approved sick leave shall allow the employee the right to elect to continue their group insurance benefits, and the institution will continue its share of the cost for such period. All other benefits are prohibited which otherwise would accrue to the employee.

111.0203 Reporting Sick Leave

The following provisions for the reporting of sick leave shall apply to all full-time faculty, employed by institutions of the University System of Georgia, who serve primarily in assignments defined by faculty roles in instruction, research and scholarly activity, and service.

1. Faculty are responsible for informing their Chair of any illness that prohibits them from meeting their assigned responsibilities in instruction, research, and service.
2. In reporting sick leave, academic year faculty will report leave based on the number of whole hours sick as defined by the [Section 8.2.7, Board of Regents Policy Manual, University System of Georgia](#) and [Section 4.9.1, Academic and Student Affairs Handbook, University System of Georgia](#), with a full day being eight (8) hours, a half day

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being four (4) hours, and less than a half day based on whole hours missed, with a full week being the equivalent of a forty-hour workweek.

3. Nothing in this policy shall be interpreted to indicate that faculty work on a standardized schedule.

111.0203 Family Leave

In accordance with the federal Family and Medical Leave Act (FMLA) of 1993, an eligible employee may be entitled to up to 12 work weeks of leave during any 12-month period for one or more of the following reasons:

1. the birth and care of a newborn of the employee;
2. the legal placement of a child with the employee for adoption or foster care;
3. the care of an immediate family member (defined as the employee's spouse, child, or parent) with a serious health condition; or
4. a serious health condition of the employee themselves, which renders the employee unable to perform the duties of his/her job.

To be eligible for FMLA leave, the employee must have worked for the University System of Georgia:

- a. for at least 12 months total; and
- b. for at least 1,250 hours during the 12-month period immediately preceding the commencement of such leave.

(BOR Minutes, August 2004, page 27 and [Section 8.2.7.6, Board of Regents Policy Manual, University System of Georgia](#))

Section 585 of the National Defense Authorization Act (NDAA) amends FMLA to permit certain relatives of military personnel to take up to twenty-six (26) work weeks of leave to care for a member of the Armed Forces in various situations. NDAA also permits an employee to take FMLA leave for a qualifying exigency arising out of the fact that an immediate family member, as defined by the FMLA, is on active duty in support of a contingency operation. 111.0204 Military Leave with Pay

Ordered Military Duty. For the purpose of this policy, ordered military duty shall mean any military duty performed in the service of the State or the United States, including but not limited to service schools conducted by the Armed Forces of the United States. Such duty, shall be deemed "ordered military duty" regardless of whether the orders are issued with the consent of the employee. ([Section 8.2.7.5, Board of Regents Policy Manual, University System of Georgia](#) and BOR Minutes, 1990-91, p. 173).

Leave of Absence. An employee who receives orders for active military duty shall be entitled to absent themselves from their duties and shall be deemed to have a leave of absence with pay for the period of such ordered military duty and while going to and returning from such duty, not to exceed a total of eighteen (18) work days in any one federal fiscal year (October 1 – September 30) as authorized by Georgia Law O.C.G. A. §38-2-279[e]). At the expiration of the maximum paid leave time, continued absence by the employee shall be considered as military leave without pay. The employee shall be required to submit a copy of their orders to active duty (BOR Minutes, 1990-91, pp. 173-174).

Emergency Leave of Absence. Notwithstanding the foregoing leave limitation of eighteen (18) days, in the event the Governor declares an emergency and orders an employee to State active duty as a member of the National Guard, such employee while performing such duty shall be paid their salary or other compensation as an employee for a period not exceeding thirty (30) days in any one federal fiscal year.

Payment of Annual Leave. After an employee has exhausted their paid military leave, an institution may pay the employee for their accumulated annual leave (BOR Minutes, 1990- 91, p. 174).

111.03 Retirement

It is the policy of the Board of Regents to provide for the retirement of all eligible employees either through the Teachers Retirement System of Georgia or the Regents' Retirement Plan ([Section 8.2.8, Board of Regents Policy Manual, University System of Georgia](#)). Employees eligible for the Regents' Retirement Plan shall be those employees identified in Sections [3.2.1](#), [3.2.1.1](#) and [3.2.1.2](#) of the Policy Manual and persons who serve on the Chancellor's Administrative Staff whose appointment is subject to approval by the Board of Regents (BOR Minutes, 1990-91, p. 39).

111.0301 Employment Beyond Retirement

When a person has been retired from the University System and is receiving supplemental benefits from the Board of Regents, the Teachers' Retirement System, the Employees' Retirement System, or the Regents Retirement Plan, they cannot thereafter be employed or offered employment in the university System in any capacity without prior approval of the Board of Regents ([Section 8.2.8.3, Board of Regents Policy Manual, University System of Georgia](#) and BOR Minutes, 1978-79, pp. 183-184).

111.04 Insurance

The Board of Regents of the University System of Georgia is solely responsible for the solicitation, selection, contracting and implementation of employee benefits to include health insurance, basic life insurance, accidental death and dismemberment and all other group

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insurance plans. Institutions may not contract for employee health or voluntary benefits. Institutions may select, if desired, to contract for supplemental employee insurance coverage that is not in conflict with those offered by the Board of Regents. ([Section 8.2.9, Board of Regents Policy Manual, University System of Georgia](#) and BOR minutes, Sept. 2013, Oct. 2016)

111.0401 Group Health Insurance

Hospitalization, surgical, medical and major medical benefits shall be made available to regular USG employees, with a work commitment of three-quarters time (30 hours per week) or more. A regular employee's work commitment may be comprised of multiple job assignments to achieve benefits eligibility if the work assignments are six (6) months or longer. These benefits shall also be made available to dependents of the same employees. The USG shall pay that portion of the cost of such insurance as shall be designated from time to time by the Board. (BOR minutes, Jan. 2012, Sept. 2013, Oct. 2016)

111.0402 Group Life Insurance

Group life insurance, with accidental death and dismemberment coverage, shall be made available to regular USG employees with the same benefits eligibility definitions as that of Group Health Insurance ([Section 8.2.9.1, Board of Regents Policy Manual, University System of Georgia](#)). Group life benefits become effective upon hire. The USG, as employer, shall pay the premium on the basic amount of life insurance, which shall be \$25,000. This amount of insurance is designated "basic life insurance" and the maximum premium therefore shall be established by the Board.

In addition, "supplemental life insurance", with the same benefits eligibility definitions as that of Group Health Insurance ([Section 8.2.9.1 Board of Regents Policy Manual, University System of Georgia](#)), may be offered to these same employees with no employer participation in the premiums. If elected, these benefits become effective on the first day of the month following enrollment unless enrollment is on the first day of the month in which case it becomes effective upon enrollment. For those employees covered under an academic contract, benefits will begin on the first day of the contract if enrolled on or before that day, or on the first day of the month following enrollment if they enroll after the contract start. Group life insurance for dependents of these employees shall be made available to them in amounts which shall be established from time to time by the Board. There shall be no employer contribution to the dependent life insurance premiums. (BOR minutes, 1987-88, pp. 63-64; Nov. 2011; Jan. 2012)

111.05 Other Benefits

The Board of Regents provides a variety of other fringe benefits for faculty and staff, such as Worker's Compensation Insurance, Social Security Insurance and tax sheltered annuities. Interested persons should contact Human Resources (6403) for details concerning these benefits.

112 Educational and Professional Leave

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Leaves of absence of one year or less with or without pay may be granted by the institution's president and reported to the Chancellor. Extensions of such leaves, or the initial granting of leaves of more than one year, require the approval of the Chancellor or his/her designee ([Section 8.2.7.4, Board of Regents Policy Manual, University System of Georgia](#)). (For paid leave, see 112.01. For unpaid leave, see 112.02). When funds are available, leaves with pay may be granted for the purpose of scholarly work and encouraging professional development. Such leaves are for a calendar year or less and are subject to renewal.

112.01 Faculty Paid Educational and Professional Leave

Faculty paid leave is one mechanism for encouraging professional growth and development. Paid leave shall be granted only for the purposes of promoting scholarly work and encouraging professional development. The University of West Georgia shares with other universities the traditional responsibilities to discover, develop, preserve and disseminate knowledge. Much of this mission is realized through the professional, scholarly and creative activities of faculty members and through their interactions with students. Therefore, faculty development is a critical element in reaching West Georgia's goal of achieving educational excellence within a personal environment.

112.0101 Eligibility and Application Procedures

- A. Tenured faculty may apply for paid leave during or after their sixth year of full-time service at the University of West Georgia. Faculty members who are being reviewed for tenure are not eligible to apply for paid leave during that year.

Applications are due on or before December 1st for the following academic year. Exceptions to the application deadline or the period of leave are subject to individual review.

Applications are submitted to the department chair/director for department recommendation. Applications must include a current curriculum vita and a proposal for activities to be accomplished should the leave be granted. The proposal should include a clear statement of the nature, significance and objectives of the project, specific plans for completing it, the tangible results expected, and a statement of how this project will benefit the faculty member's department, College or the University as a whole. Proposal activities would ordinarily focus on research and/or creative endeavors, although proposals for specific activities aimed at significant improvements in pedagogical practices and student learning will be considered. The department chair or library unit head will forward all applications submitted, accompanied by his/her recommendation, to the Dean of the College/Dean of Libraries for a decision.

- B. At the time of application, the faculty member will be asked to sign an agreement indicating that:

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1. For a leave with pay of less than one year, the faculty member agrees to return to the institution at the end of the leave for a period of at least one year.
2. For a one-year leave with pay, the faculty member agrees to return to the institution at the end of the leave for a period of at least two years.
3. In the event that the faculty member does not return to the institution for the full amount of time specified in the agreement, they agree to reimburse the University for the amount of compensation while on leave, as well as any other expenses paid by the University during the leave, including all benefit costs.

C. Faculty may be granted an award of paid leave no more often than every seventh year.

112.0102 Awards

Granting of leave will depend upon availability of resources to fund the hiring of part-time or replacement faculty and upon the merit of the proposal. The most common award options would be one year (two semesters) off with 1/2 pay or 1/2 year (one semester) off with full pay; however, other arrangements which better meet the needs of the individual faculty member's project may be considered. Leaves with pay will require that the appropriate Dean certify that during the leave, the unit will be able to:

1. Satisfactorily carry on its instructional, research and administrative activities.
2. Fulfill obligations to graduate students or honors students whose programs or theses are being directed by the faculty member.

Faculty members granted leave on the basis of the activities included in the proposal must file a report with the department chair/library unit head and Dean indicating what was accomplished during paid leave. A public presentation is also required when the faculty member returns to teaching and/or other duties.

112.02 Faculty Unpaid Educational and Professional Leave

Leaves of absence of one year or less without pay may be granted by the institution's president and reported to the Chancellor. Such a request must be approved by the department chair, dean, and the Provost. Extensions of such leaves, or the initial granting of leaves of more than one year, require the approval of the Chancellor or his/her designee.

113 Faculty Compensation for Summer School Teaching

[*\(Section 8.3.12.3, Board of Regents Policy Manual, University System of Georgia\)*](#)

Payment of compensation to faculty members for teaching during the summer semester shall be at a rate not to exceed 33 1/3 percent of their base faculty salary for the previous academic year. The summer pay to perform administrative duties may not exceed 33 1/3 percent of total salary.

Summer teaching is optional, depends on need, and is limited to no more than 9 credit hours for

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the summer semester (See also UWG Procedure 2.7.1 on Workload).

114 Outside Activities

114.01 Policy. While Board of Regents emphasizes that a USG employee shall not engage in any outside endeavor which will interfere with the official duties, full-time members of the faculty, staff and administration are encouraged to engage in outside activities which enable them to use their professional expertise and to increase the quality and quantity of public services offered through the University. Such activities include consulting, teaching, speaking, and participating in business or service enterprises.

[Section 8.2.18.2.3, Board of Regents Policy Manual, University System of Georgia](#), requires that all outside activities, except single-occasion activities, must be reported in writing and secure approval prior to engaging in such activities. The BOR Policy also requires USG institutions to have procedures in place for approving outside activities of faculty members and ensuring that such activity does not constitute a conflict of commitment or conflict of interest. For ongoing outside activities, approval must be requested each academic year.

114.01.01 Types of BOR-endorsed Outside Activities

Occupational: Professional activity that does not interfere with the regular and punctual discharge of official duties provided the activity meets one of the following criteria:

1. It is a means of personal professional development;
2. It serves the community, state or nation; or,
3. It is consistent with the objectives of the institution.

Consulting: Recognizing that teaching, research, and public service are the primary responsibilities of USG faculty members, it shall be considered reasonable and desirable for faculty members to engage in consulting activities, which are defined for purposes of this policy as any additional activity beyond duties assigned by the institution, professional in nature and based in the appropriate discipline for which the individual receives additional compensation during the contract year.

***eCore and outside teaching** (e.g. Kaplan, eMajor): Teaching beyond the official duties must be reported and obtain an approval through the same procedure for Outside Activities.

Political: As responsible and interested citizens in a democratic society, USG employees are encouraged to fulfill their civic obligations and otherwise engage in the normal political processes of society.

114.02 Approval Procedure. The disclosure/request form in **UWG Procedure 6.4.2** must be filled and submitted to the department chair, the dean, and the Provost for approval. If a faculty

member consults for/with another USG institution, they are to consult with Human Resources as additional procedure is required.

114.03 Operational Definitions

A. Conflicts of Commitment – occurs when the aggregate time devoted to external activities (including paid and unpaid activities) adversely affects an employee’s appropriate use of leave and/or institutional resources, or the completion of duties and responsibilities during your assigned work schedule. In general, time spent in outside employment should not average more than one day a week during regular semesters.

B. Conflicts of Interest – exists whenever personal, professional, commercial, or financial interests or activities outside of the University have the possibility (either in actuality or in appearance) of influencing a University employee’s decision or behavior with respect to work related activities, including but not limited to: teaching and student affairs, appointments and promotions, greater than incidental use of University resources, procurement and business transactions, or the design, conduct or reporting of University research.

C. Reimbursement: Any member of the faculty, staff, or administration who uses institutional personnel, facilities, equipment and/or materials in any of the approved outside activities not related to duties assigned to or expected of them by the University of West Georgia is required to reimburse the institution.

115 Communications with the Board of Regents and/or the Central Office of the University System of Georgia

Policies of the Board Regents (#204) and the University of West Georgia Statutes state that the President "shall be the official medium of communication between the faculty and the Chancellor, and between the Faculty Senate, . . . or any such body and the Chancellor." (BR Minutes, 1993-94, p. 239).

116 Legal Matters

116.01 Requests for Legal Opinions from the Attorney General.

The State Law Department has ruled that all requests for opinions of the Attorney General, drafting of legal instruments, lawsuits, garnishments, and similar matters concerning institutions of the University System come to that office only upon request of the Chancellor. Therefore, any inquiry or request to be made of the State Law Department should be directed initially to the President of the institution for endorsement to the Chancellor.

116.02 Inquiries from Attorneys on University Matters

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On occasion, attorneys representing students or employees sometimes contact faculty members or supervisors directly. Requests from attorneys should be referred to counsel for the University System of Georgia, who should also be provided with copies of any correspondence. Upon receipt of an inquiry from an attorney on a university matter, please contact the President's Office. When such requests come by telephone, it is advisable to limit a response to the basic facts and to refer calling parties to University System legal counsel for anything more than that. It is not advisable to talk with students or employees through their attorneys. Internal procedures are in place for dealing with complaints.

Only the President may speak for the institution, unless the President has explicitly delegated that responsibility for specific purposes.

116.03 Requests for Campus Records

Requests for information are made under the Open Records Act. Virtually all records pertaining to employees and the conduct of university business are considered public records (student records are protected, however, under Federal law). This institution is obliged to provide access to such records upon request through the Office of Institutional Effectiveness and Assessment, charging for any time and copying involved.

117 Legal Holidays

This holiday schedule applies specifically to employees on fiscal year contracts. Holiday periods for others on academic year contracts are covered by other provisions. The University normally observes the following holidays:

Independence Day
Labor Day
Thanksgiving Day
Christmas Day
New Year's Day
Martin Luther King's Birthday

Information concerning these holidays can be on the Human Resources web page at <https://www.westga.edu/hr/holiday-schedules.php>.

118 Admission to Student Activities

Faculty and staff members may obtain I.D. cards for themselves and their immediate family members at a nominal charge. Faculty and staff and their immediate family members are admitted without charge to campus athletic events and other selected student activities with a valid University of West Georgia I.D.

119 Enrollment of Faculty and Staff in Courses and Instructional Programs

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Since it is to the advantage of the University to encourage self-development of employees, opportunity is provided for participation in training courses and instructional programs on and off the campus.

119.01 Training Courses

As the need is recognized, the University periodically conducts on-the-job training workshops for groups of employees in such broad interests as safety, purchasing procedures, and budgetary control. Department chairs may obtain further information on workshops or request a workshop offering for groups of four or more employees by telephoning the Personnel Officer in the Office of the Vice President for Business and Finance.

119.02 Instructional Programs

Non-administrative personnel are paid for actual hours worked, and any time off to attend classes on campus will be without pay unless a program is sponsored by the University.

Administrative personnel may be allowed time off to attend classes on campus; however, the plan must not be used by the individual employee merely to work on a degree. Any course must be approved by the employee's department chair and dean, who must certify that the course will benefit the employee in the performance of their duties at the University. All employees are expected to pay regular fees.

Employees of any rank may take courses for credit or work toward a degree provided two conditions are met: first, the state requirement of a forty-hour week (for full-time employees) must be fulfilled; secondly, required fees must be paid.

120 Disruptive and Obstructive Behavior

(Section 6.8, Board of Regents Policy Manual, University System of Georgia)

Any student, faculty member, administrator, or employee, acting individually or in concert with others, who clearly obstructs or disrupts, or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary, or public service activity, or any other activity authorized to be discharged or held on any campus of the University System is considered by the Board to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures, possibly resulting in dismissal or termination of employment. (BOR Minutes, 1968-69, pp. 166168; 1970-71, p. 98)

121 Sexual Harassment Policy

121.01 Policy Statement

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The University of West Georgia (the University) is committed to maintaining a fair and respectful environment for living, working, and studying. To that end, and in accordance with federal and state law and Board of Regents' policy, the University prohibits any member of the faculty, staff, administration, student body, or visitors to campus, whether they be guests, patrons, independent contractors or clients, regardless of the sex of the other party, from sexually harassing any other member of the University community. Reports of sexual harassment will be met with appropriate disciplinary action, up to and including dismissal from the University.

121.02 Definition of Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment or status in a course, program or activity.
2. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.
3. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from an educational program or activity.

121.03 Examples of Sexual Harassment

1. Threats to make an adverse employment or academic decision if another person refuses to engage in sexual activities.
2. Demands that another person engage in sexual activities in order to obtain or retain employment or academic benefits.
3. Promises, implied or direct, to give employment or academic benefits if another person engages in sexual activities.
4. Unwelcome and unnecessary touching or other sexually suggestive physical contact, or threats to engage in such conduct.
5. Indecent exposure.
6. Invasion of sexual privacy.
7. Sexual advances, requests for sexual favors, sexual comments and questions, and other sexually oriented conduct that is directed against a specific individual and persists despite its rejection.
8. Conduct, even that not specifically directed at the complainant, which is sufficiently pervasive, severe or persistent to alter the conditions of the complainant's employment or status as a student and create a hostile working or learning environment, when viewed from the perspective of a reasonable person of the complainant's gender.

121.04 Other Violations of the Sexual Harassment Policy

Other violations of this policy may include, but are not limited to the following:

1. Retaliations against a person who has made a report or filed a complaint alleging sexual harassment, or participated as a witness in a sexual harassment investigation.
2. Disregarding, failing to investigate adequately, or delaying investigation of allegations of sexual harassment, when responsibility for reporting and/or investigating sexual harassment charges comprises part of one's supervisory duties.

121.05 Supervisory Relationships

No individual who is in a position of authority over another, either in the employment or educational context, has the authority to sexually harass others by virtue of their supervisory role. The University does not in any way, expressly or implied, condone the harassment of a student or employee by the supervisor.

121.06 Consensual Relationships

When one party has a professional relationship towards the other, or stands in a position of authority over the other, even an apparently consensual sexual relationship may lead to sexual harassment or other breaches of professional obligations.

121.07 Reporting Sexual Harassment

All students and employees are encouraged to report any sexual harassment that they experience, observe, hear about, or believe may be occurring, to any faculty or staff member with whom they feel comfortable. Any person to whom sexual harassment has been reported is responsible for notifying the Title IX officer (X6403). Administrators, directors, and supervisors, in charge of staff members, have a legal obligation to report incidents of sexual harassment to the Affirmative Action officer. From that point forward, the Affirmative Action officer will advise the aggrieved regarding additional steps in the grievance process.

The following offices should be understood to be safe places where students and employees can go to report sexual harassment or receive counseling on how to deal with a sexual harassment issue.

Executive Director of Human Resources Affirmative Action Officer (678) 839-6403	Dean of Students or the Associate Vice President of Student Life (678) 839-6423	Director of Health Services Health Center (678) 839-6452	Title IX Coordinator Human Resources Aycock Hall 678-839-2981
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121.08 Violations of the Sexual Harassment Policy

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The University will not tolerate sexual harassment of its students and will promptly investigate all allegations of sexual harassment. Where sexual harassment is found, steps will be taken to end it immediately. In those instances where it is determined that an individual has sexually harassed another, that individual will be subject to appropriate discipline. The level of discipline will depend on the severity of the harassment. If the investigation reveals a pattern of harassing behavior, or the conduct is aggravated, probation or termination may be appropriate.

To make deliberate false accusations of sexual harassment violates this policy. In such instances, the complainant will be subject to disciplinary action. However, failure to prove a claim of sexual harassment does not constitute proof of a false and/or malicious accusation. Non university visitors, guests, patrons, independent contractors or clients who fail to address sexual harassment of which they know or should have known (by their personnel or on premises under their control) of students or employees may be subjected to whatever sanctions the relationship with the organization permits.

121.09 Prohibition Against Retaliation

Students and employees who, in good faith, report what they believe to be sexual harassment, or who cooperate in any investigation, will not be subjected to retaliation. Any student or employee who believes they have been the victim of retaliation for reporting sexual harassment or cooperating in an investigation should immediately contact the affirmative Action/Title IX Officer.

121.10 Processing Sexual Harassment Reports and Complaints

All reports and complaints of sexual harassment will be promptly investigated and appropriate actions will be taken as expeditiously as possible. Complaints and reports of sexual harassment should be reported as soon as possible after the incident(s) in order to be most effectively investigated. The University will make reasonable efforts to protect the rights of both the complainant and the respondent. The University will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses in a manner consistent with the University's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations required by law.

Definitions:

Affirmative Action/Title IX Officer – The Affirmative Action Officer is the individual or individuals designated by the President to be primarily responsible for coordinating education and training about sexual harassment to the University community and for investigating reports and complaints of sexual harassment in accordance with this procedure. Name, telephone number and location in the annual notice will identify the Affirmative Action Officer. The Affirmative Action Officer is authorized to designate other

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appropriately trained individuals to investigate sexual harassment complaints and reports as deemed appropriate.

Decision-making Authority – the Decision-making Authority in cases involving an employee of the University, is the individual to review investigative reports, to make findings whether the sexual harassment policy has been violated based upon the investigation, and to determine the appropriate action for the University to take based upon the findings. The Decision-making Authority will be the appropriate Vice President or his/her designee who has supervisory authority over the Respondent(s) of the sexual harassment complaint or report. If the complaint Respondent is a Vice President, the Authority will be the President. If the complaint Respondent is the President, the Authority will be the Board of Regents.

- A. Sexual harassment between students should be treated as a disciplinary matter and will be processed by the Division of Student Affairs and Enrollment Management.
- B. Investigation and Resolution. The university's complaint process, outlined herein, is the procedure to be used to end inappropriate behavior, investigate for the purpose of fact finding; and facilitate resolution of complaints involving allegations of sexual harassment. The University reserves the right to investigate and resolve a complaint or report of sexual harassment regardless of whether the complainant pursues the complaint. In such cases, the respondent shall be informed of the status of the investigation at reasonable times up until the University's final disposition of the complaint as well as ensuring that the respondent is able to respond to the substance of the complaint during meetings convened by the Decision-making Authority to consider discipline based upon the substance of the investigation report. These procedures do not replace the right of complainants to pursue other options or remedies available under the law.
- C. Informal Process
The following procedures for informal resolution are optional. The Affirmative Action/Title IX officer shall determine whether and/or how to proceed. The goal of informal resolution is to stop inappropriate behavior, investigate, and facilitate resolutions, if possible.

If a complainant is able and feels safe, they should clearly explain to the alleged offender that the behavior is objectionable and request that it cease. The complainant should do so as soon as possible after the incident occurs. The complainant may utilize the assistance of the Affirmative Action/Title IX officer. Communication with the alleged offender may be in person, on the telephone, or in writing.

If a complainant does not feel safe, or if the behavior does not stop, or if the complainant believes some adverse employment or educational consequences may result from the discussion, they should go to any member of staff or faculty who is at a higher level of supervision. The supervisor should report the complaint to the

Affirmative Action/Title IX officer. The Affirmative Action/Title IX officer will work with the supervisor to facilitate a resolution of sexual harassment complaints at the local level when deemed appropriate.

122 Sexual Misconduct

122.01 Coverage

As a matter of policy, the faculty, staff and students of the University community will not tolerate sexual misconduct.

122.02 Definition

Sexual misconduct is defined as sexual contact without consent by an acquaintance or a stranger and includes, but is not limited to: intentional touching without consent, either of the victim or when the victim is forced to touch, directly or through clothing, another person's genitals, breasts, groin, thighs, buttocks; rape (sexual intercourse without consent whether by an acquaintance or a stranger); aggravated assault; aggravated sodomy (sexual penetration with an object without consent); sodomy (anal or oral intercourse without consent); non-consensual kissing; statutory rape; child molestation; aggravated child molestation; voyeurism; and public indecency. It is a violation of this policy to engage in any form of sexual activity or conduct without the consent of the other person. Such consent may be withdrawn at any time, without regard to activity preceding the withdrawal of consent.

Consent may be found in two forms: actual consent (words, acts, or silence) or apparent consent. Apparent consent must be informed and freely given. The person must act voluntarily and with knowledge of what is occurring. Intoxication, drug use, or other reasons for incapacity are obstacles to consent. A person cannot freely, voluntarily, and with knowledge of the act, be deemed to have consent if they are intoxicated, in a drug-induced state, or otherwise incapacitated. The perpetrator's honest but unreasonable belief that the victim has consented does not constitute apparent consent.

122.03 Enforcement Procedures

Any violation of this policy needs to be reported to:

1. University Police at (678) 839-6600
2. Student Health Services (678) 839-6452
3. Title IX Coordinators http://www.westga.edu/titlenine/index_136.php
4. Carroll Rape Crisis Center (770) 834-7273

123 Personal Relationships

While close working relationships are encouraged among faculty, staff, and students, the University strictly prohibits all faculty and staff, including graduate research assistants, from pursuing sexual relationships with undergraduates who they are currently supervising or

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teaching. It is misconduct, subject to disciplinary action, for an individual to exercise direct supervisory, evaluation, instructional, and/or advising responsibilities, or participate in hiring, retention, promotion, or award decisions, for someone with whom there exists an amorous relationship or to whom they are related by blood, law, or marriage. Both the fact and semblance of any exploitation must be avoided. The relative difference in power – actual or perceived – in working relationships must be recognized by faculty and staff and not be employed to anyone’s advantage or disadvantage. Even in relationships that appear consensual, both the power and the trust embedded in the role of teacher renders dubious that student’s purported consent.

It is misconduct, subject to disciplinary action for a University employee to engage in sexual activity with any enrolled student of the institution, other than their spouse, who is a minor below the age of 18 years.

The University strongly discourages sexual relationships between faculty or administrators and graduate students, as well as between staff members and any subordinates whose work they supervise. Anyone involved in a sexual relationship with someone over whom they have supervisory power must recuse themselves from decisions that affect the evaluation, employment conditions, instruction, and/or academic status of the subordinate involved.

124 Political Activity

124.01 Employees

As responsible and interested citizens in a democratic society, employees of the University System are encouraged to fulfill their civic obligations and otherwise engage in the normal political processes of society. Nevertheless, it is inappropriate for System personnel to manage or enter political campaigns while on duty to perform services for the System or to hold state or federal office while employed by the System. Therefore, the following policies governing political activities are hereby adopted:

1. Employees may not manage or take an active part in a political campaign while on duty to perform services for which they receive compensation from the System.
2. Employees may not hold public or political office at the state or federal level.
3. Employees seeking political office at the state or federal level must first request a leave of absence without pay beginning prior to announcement of candidacy or campaigning and ending after the general or final election. If elected to state or federal office, such persons must resign prior to assuming office.
4. Employees may seek and hold elective or appointive office at other than the state or federal level when authorized to do so by the president of an institution and when candidacy for or holding of the office does not conflict or interfere with the employees’ duties and responsibilities to the institution or System.

124.02 Use of Property in Political Campaigns

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The president of each institution may authorize the use of institution facilities for political speeches. However, such use shall be limited to meetings sponsored by recognized organizations of the institution and shall be held only at places designated by the president.

The use of System material, supplies, equipment, machinery, or vehicles in political campaigns is forbidden.

125 Emeritus Status for Faculty and Administrative Officers

125.01 Eligibility

The President may confer, at their discretion, the title of “Emeritus” on any retired professor, associate professor, assistant professor, lecturer, senior lecturer or administrative officer who, at the time of their retirement, had ten (10) years or more of honorable and distinguished service at West Georgia. This title may be conferred upon the recommendation of the President of the University of West Georgia ([Section 2.11, Board of Regents Policy Manual, University System of Georgia](#)).

125.02 Criteria

In considering persons from the University of West Georgia for recommendation for the "Emeritus" title, the President shall, in addition to the Board of Regents criteria, base the recommendation upon:

1. Meritorious service.
2. Notable career performance at University of West Georgia.
3. Nomination and recommendation by the appropriate administrative officers in the case of administrative personnel, or by the department, department chair, dean, and the Provost and Vice President for Academic Affairs in the case of faculty members.

Nominations may be submitted only after the employee has retired.

126 Drug-Free Workplace Policy

As a recipient of Federal funds, University of West Georgia supports and complies with the provisions of the Drug-Free Workplace Act of 1988. University of West Georgia expects faculty and staff to meet appropriate standards of performance, to observe basic rules of good conduct and to comply with Institutional Policies and Procedures. In the discharge of its responsibilities as an employer, University of West Georgia aggressively promotes and requires a drug free workplace among its faculty and staff. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs by employees of University of West Georgia is prohibited by Institutional Policy.

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Each employee convicted for felony and/or misdemeanor drug violations of a criminal drug statute will be subject to strong disciplinary action, up to and including termination of employment, or may be required, at the discretion of the University, to participate satisfactorily in a drug abuse or rehabilitation program.

In accordance with the Drug-Free Workplace Act of 1988, all University employees must as a condition of employment (i) abide by the University's policy on controlled substances, and (ii) inform the University of any conviction for violating a criminal drug statute in the workplace within 5 days after such conviction.

A current list of available drug counseling, rehabilitation, or treatment centers is maintained by Human Resources for employees who desire information regarding such programs or facilities.

127 Faculty Workload

127.01 Faculty are expected to teach a minimum of four 3-hour courses or the equivalent per semester unless a portion of that time is reassigned by the dean for administrative, research, or other purposes

127.02 Faculty are expected to assume their fair share of academic advising, and program, departmental, school, college, and university committee work.

127.03 Faculty are expected to accept a reasonable share of institution-wide service activities, including institutional governance when selected. However, faculty are also expected to exercise prudence in accepting such service, so that they are not taking on a disproportionate or unduly burdensome load that interferes with teaching and research.

127.04 Faculty are expected to have an on-going research and professional development agenda, to share the agenda with their department chair or equivalent, and to make progress annually in addressing the agenda.

127.05 Faculty are expected to engage in public and professional service activities as time and opportunity allow.

127.06 Faculty are expected to average no more than one day a week in any approved outside employment.

127.07 Faculty may not be paid for teaching overloads during the regular academic year and will not be assigned overloads unless they are agreeable and compensatory time is provided within the subsequent two-semester. Please refer to the BOR Faculty Overloads and Instructional Staff Responsibilities ([Section 4.10, Academic and Student Affairs Handbook, University System of Georgia](#)).

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127.08 Summer teaching is optional, depends on need, and is limited to no more than 9 credit hours for the summer semester.

128 Resignation/Retirement Letters

Faculty members intending to resign or retire should apprise the department chair of their intention as early as possible. The chair should apprise the dean.

At the point that plans are certain, faculty should write to the President, stating their decision and the effective date of their retirement/resignation. They should send copies to the chair, dean, and Provost and Vice President for Academic Affairs.

The chair, dean, or Provost and Vice President for Academic Affairs should immediately inform the President of any concerns related to a faculty member's retirement/resignation letter.

Section 200 POLICIES AND PROCEDURES RELATED TO TEACHING RESPONSIBILITIES

201 Classroom Procedures

201.01 All syllabi at the University of West Georgia must include the following information: Course title, course learning outcomes, course description, course number and section, term, number of credit hours earned for successful completion, method and mode of delivery (e.g., percentage online versus face-to-face instruction), instructor information (name, office location, contact information, and office hours), required reading(s), software, hardware, and other materials (if applicable), and the system of evaluation and grading.

Each instructor must make the syllabus available to each student on or before the first day of class, and provide access to all course syllabi to the appropriate department office. Each syllabus must include a link to the online University of West Georgia document titled “Common Language for Course Syllabi”

(<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>). The following paragraph provides suggested language for insertion in all course syllabi. Faculty may wish to adjust the language, but the link to required information must be in each syllabus.

Students, please carefully review the following information at this link

[<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>]. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, and accreditation standards change, you should review the information each semester.

201.02 Syllabi for courses that are part of the Core Curriculum must include a statement of the learning outcomes of the relevant section of the Core Curriculum, and the content in each of these courses must adhere to these Core Curriculum learning outcomes.

201.03 Faculty shall include in their syllabi a link to the university’s statement on academic dishonesty and the honor code: <https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>. It is the student’s responsibility to comply with the university guidelines on academic honesty regardless of whether or not an instructor reminds students of these policies in class or on a course syllabus. However, faculty members are encouraged to define for their students, either in a course syllabus or in written guidelines presented in class or in electronic form, the standards of proper academic conduct, and what assistance is permissible in the preparation of reports, term or research papers, and outside projects, including policies for the use of materials prepared by the student for other courses and standards of academic honesty on tests.

201.04 Faculty members should promptly return all students’ graded academic work. In the case of final exams and other end-of-term work that cannot easily be returned to students, faculty members should keep this work on file for at least one semester and allow each student to review their work upon request, in accordance with the USG policy on records retention (USG Records

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Management and Archives policy 0472-06-012:
http://www.usg.edu/records_management/schedules/934).

201.05 Faculty members with instructional responsibility must allow students to evaluate the course and quality of instruction in the final two weeks of classes. For more detail on the evaluation form and procedures, see Section 103.06.

201.06 In the case of student absences, instructors have full discretion over all makeup work assignments. Short-term excused absences: Students who will miss class while officially representing the University in sanctioned events or for religious holidays must consult with their instructors about anticipated absences. Students shall be accommodated, as the professor deems reasonable.

Instructors must grant excused absences to students who must miss class in order to vote in a national, state, or local election ([Section 4.1.3, Board of Regents Policy Manual, University System of Georgia](#)).

Long-term absences: Students who are absent for more than a week of class are required to do all of the following if they want to request accommodation or the opportunity for make-up work must notify the instructor. Regardless of the reason for the absence, each student is responsible for the material covered in class, for completing any assignments, and for making specific arrangements with the instructor for any work missed. The degree to which missed work can be made up will depend upon the nature of the work and its intended purpose.

Any student who is unable to continue attendance in class should examine available options (i.e. make appropriate arrangements with the instructor, drop the course (during the Drop/Add Period only), withdraw from the course, hardship withdrawal for the semester, or withdraw from the University).

201.07 If a faculty member is absent for a prolonged period, they shall, with the approval of the department chair or dean, provide for alternative means of delivery of course material.

In the event of emergency situations (such as weather-related closings) in which classes are cancelled due to university policy, faculty are responsible for communicating with students regarding alternative means of meeting the course learning outcomes.

202 Record of Student Absences/Attendance

All faculty (teaching face-to-face and/or online courses) shall state their attendance expectations and requirements in the syllabus. Instructors of online courses should define attendance based upon students accessing the course via the online platform or by other action as specified by the instructor.

Faculty must accurately identify students who never attended the course prior to the deadline for roster verification. Faculty wishing to drop a student during the Drop/Add period must contact the Registrar's Office.

Per the Class Roster (203) policy, faculty must indicate on each class roster the attendance of all students. Accurate attendance information is important for a variety of stakeholders, including Financial Aid (accuracy of aid issued and Title IV regulations), Student Affairs (housing, health services, etc.), and Business and Finance (withdraw refunds).

Verification of attendance is also important because grades of I, U, or F require entering a last date of attendance per the Registrar's Office. Faculty will not be able to submit grades until this field is populated for these grades (I, U, or F). All other grades (A-D or S) do not require a last date of attendance.

Excused absences: Students are encouraged to vote in all federal, state, and local elections. Board of Regents' policy states: "A student whose class schedule would otherwise prevent them from voting will be permitted an excused absence for the interval reasonably required for voting" (BOR Minutes, 1977-78, p. 245) ([Section 4.1.3, Board of Regents Policy Manual, University System of Georgia](#)).

203 Class Rolls

On the first day of class and during the Drop/Add Period, the instructor should check the BanWeb class roll for students officially enrolled in his/her courses.

An email announcement is sent to all faculty when official class roll verification must be done. Faculty indicate on each class roll those students who have never attended and those students who have attended.

Under no circumstances should a student be permitted to remain in class unless their name appears on the official class roll. The student should be sent to the Registrar's Office to determine why his/her name is not on the roll.

Certain courses such as colloquia, special topics, and directed readings provide for a varying number of hours of credit and a specific title. If such a course is being created for an individual student, the student must obtain an independent study form from the instructor, have it approved by the department chairperson and submit it to the Registrar's Office during registrations or the Drop/Add Period. Faculty members teaching these courses should check their rolls carefully and report to the Registrar's Office any discrepancy in number of hours, names of students working with the professor and specific titles of the course. This information must be reported to the Registrar at the time designated by the Registrar. Some of the information is required to bill the student for the proper amount of fees.

204 Reporting Grades and Withdrawal Policy

Reporting Grades Procedure:

The University of West Georgia follows the uniform grading system of the University System of Georgia ([Section 3.5, Board of Regents Policy Manual, University System of Georgia](#)). Final grades should never be posted publicly, as this is prohibited under Family Educational Rights and Privacy Act of 1974.

Final grades are entered on BanWeb at the end of each term. Detailed instructions for reporting grades on BanWeb can be found on the [Registrar's Faculty and Staff Resources web page](#). Faculty members are expected to meet the announced deadlines for entering final grades. For each course, faculty members will receive an email that confirms all grades have been successfully submitted or an email that indicates grades are missing.

Change Grade Procedure:

Grade Changes can be done in BanWeb until time listed by Registrar's office on the official due date each term. ALL Grades Changes after the deadline will require a Grade Change Form. The instructor, department chair, and the Registrar's Office must approve the grade change.

Incomplete Work Procedure:

A grade of "I" may be given in lieu of a final grade when a student with work of an acceptable quality (at least a D) is unable to complete the course requirements or take the final examination for non-academic reasons beyond their control. Please contact your department chair, program director, or college/school dean for specifics regarding the Incomplete Grade Form. It is the responsibility of the student receiving an "I" to arrange with the instructor (or the department chair/program director if the instructor is not available) to complete the required work. An undergraduate student must coordinate with the faculty member to resolve an "I" during the succeeding semester of enrollment or within one year, whichever comes first; otherwise, the grade will be changed to "F." Graduate students must coordinate with the faculty member to resolve an "I" within one calendar year or the "I" becomes an "F." A student completing the work for a course in which an "I" was received should never re-enroll in the course in a subsequent semester.

204.01 Hardship Withdrawal Policy

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

What warrants a Hardship Withdrawal?

A hardship withdrawal is an exception based on unusual or emergency circumstances beyond the student's control. Categories of hardship include physical, psychological, and personal. Documentation for a hardship withdrawal is based upon the category of hardship claimed by the

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student. Examples of documentation might include the following:

- Physical: Physician's report, including name, address, phone number, nature of illness or accidents, dates of treatment, prognosis, and recommendation.
- Psychological: Memo from the Counseling Center counselor or letter from private psychological or psychiatric service, illness, and dates.
- Personal/Familial: Copy of divorce papers, police reports, obituaries, other as relevant.

A list of invalid reasons for a hardship withdrawal is provided in the Hardship Withdrawal Policy, located in the [University of West Georgia Student Handbook](#).

What is the process for receiving a hardship withdrawal?

University of West Georgia undergraduate and graduate students may request a hardship withdrawal or may be administratively withdrawn from the university. Please see the University of West Georgia [Registrar's Office website](#) and [University of West Georgia Student Handbook](#) for details. Students must initiate a hardship withdrawal using the [Request for Hardship Withdrawal form](#) found on the [website of the Provost and Vice President of Academic Affairs](#).

204.02 Limited Course Withdrawals

Undergraduate students may withdraw from courses with a grade of "W" a maximum of six times during their entire undergraduate enrollment at the University of West Georgia. After the limit of six withdrawals is reached, students are permitted to request exceptions only for circumstances beyond their control. Please see the University of West Georgia [Registrar's Office Website](#) for details.

Students must withdraw from courses during the Withdrawal "W" Period, as noted on the Registrar's Calendar. Retroactive withdrawals for prior terms are not permitted. The Withdrawal "W" Period typically begins after Drop/Add and closes at mid-term. Grades of "W" do not count toward the grade point average.

See the Registrar's Limited Course Withdrawals website for examples of the different types of allowable withdrawals and the financial or academic consequences that may result from these withdrawals.

205 Final Examinations

Final examinations are held at the end of each term in accordance with a published schedule. No final examinations may be given in advance of the date scheduled unless authorized by the dean of the appropriate college. If a student has more than two final exams scheduled in a single day, they may reschedule all but two of them through the cooperation of faculty members, department chairs, college deans, and if necessary, the Office of the VPAA.

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206 Academic Honesty/Dishonesty

Academic Honor at West Georgia

Academic honesty is essential in preserving one's own integrity, the integrity of the institution, and in gaining a true education. The UWG Honor Code states that “we believe that academic and personal integrity are based upon honesty, trust, fairness, respect and responsibility.” The code further states that UWG students assume responsibility for upholding the honor code and that they “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.”

Just as complete honesty should be the instructor’s standard in their presentation of material, this same standard should be demanded from students when they complete assignments. (For example, tests, reports, projects, and term papers.) Every instructor has the responsibility to inculcate in students the ideal of academic honesty and to take all practical precautions against its violation. The instructor or advisor should communicate with the student whom they suspect of violating the Honor Code. The instructor/advisor should inform the student of the academic penalty they intend to institute per the syllabus ([UWG Student Handbook](#)).

Academic dishonesty on the part of the student shall be interpreted to mean cheating, i.e., the obtaining and using of information during an examination by means other than those permitted by the instructor, including the supplying of such information to other students. Academic dishonesty shall also include plagiarism, i.e., the purchase and use of ghost-written papers and reports, or excessive collaboration (incorporating into a report, term theme, research paper, or project, ideas and information obtained from another resource or person without giving credit to resource or the person from whom such information was obtained). Further, inclusion of the published or unpublished writings of another person without duly noting these sources according to normal scholarly procedures shall be considered plagiarism. No material prepared to meet the requirements in one course may be used to fulfill the requirements in another without permission of the instructor.

All faculty members should promote academic honesty, not only through their own standards of scholarly conduct, but also by anticipating conditions which may lead to dishonesty on the student's part. Suspicion is not a sound basis for a healthy educational environment, and the instructor must judge those instances where their trust will encourage responsibility rather than cheating.

Each college or school should utilize best practices to discourage academic dishonesty.

In cases of suspected academic dishonesty, the instructor will communicate the concerns with the student. After communicating with the student, the instructor should send a brief report of the

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case, including the breach of academic integrity and supporting documentation to the Office of Community Standards. The case then becomes part of the student's conduct record at UWG. The submitted report will be automatically forwarded to the Associate or Assistant Dean of the College/School or Library in which the alleged incident took place ([UWG Student Handbook](#)). The student may appeal this action to the department chair and through regular administration channels to the Grade Appeals Subcommittee of the Academic Policies and Procedures Committee ([please see Section 207 of the Faculty Handbook](#)).

207 Academic Appeals

207.01 Confidentiality

Due to the sensitive nature of any appeals hearing, confidentiality will be respected in a manner consistent with relevant state law and University System of Georgia policy.

207.02 Categories of Academic-Based Appeals

There are three categories of academic-based appeals. All three are initiated by the student.

- Admission to the University (Section 207.03)
- Grade Appeals (Section 207.04), of which there are two kinds: Academic Dishonesty Grade Appeals and Grade Determination Appeals
- Academic Suspension or Academic Dismissal from the University (Section 207.05). Academic suspension (term or one year) or academic dismissal may only be reviewed through a grade appeal (207.04) or hardship withdrawal (204.01).

Sections 207.03 and 207.04 identify the two university committees established to hear admission appeals and grade appeals and include the general processes and procedures that should be followed. Given the variability and uniqueness of individual circumstances, the chairperson of a respective committee may, in consultation with respective parties, suggest alternative actions/processes as issues present themselves.

- Committee for Admission Appeals
- Committee for Grade Appeals

207.03 Appeals of Admission to the University

- A. Applicants.** Undergraduate applicants to the university who have been denied admission or readmission may appeal that decision by submitting an appeal to the Admission Appeals committee. Applicants are advised to communicate with the Office of Undergraduate Admissions for instructions. Graduate applicants who are denied admission to a graduate program may appeal that decision by submitting an appeal to the relevant College or School.
- B. The committee for Admission Appeals.** The Admission Appeals committee hears appeals made by undergraduate applicants for admission or readmission to the

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university.

1. **Summary.** After a student has petitioned the appropriate administrative officials in the Office of Undergraduate Admissions, they have the right to appeal an adverse decision by such officials in cases of admission or related matters. Appeals must be made in writing with supporting evidence, as determined by the Admissions Appeals committee.
2. **Responsibilities of the Admission Appeals Subcommittee.** The Admission Appeals committee hears appeals made by undergraduate applicants for admission or readmission to the university.
 - a. **Appeal(s) Hearing.** Appeal(s) hearings may be scheduled regularly or as needed.
 - i. The Director of Admissions (or designee) will be responsible for distributing appropriate materials to committee members and for scheduling each appeal(s) hearing.
 - ii. The Admissions Appeals committee chairperson will be responsible for chairing the hearing and for conveying recommendations of the committee in writing to the Director of Admissions.
 - b. **Electronic Polling.** At the discretion of the chairperson, an electronic poll of the committee will suffice in lieu of an appeal(s) hearing.
3. **Admission Appeals committee Membership.** The committee shall consist of seven faculty members (one from each college, the School of Nursing, and the Library) and four university officials. The university officials are: the Associate Vice President for Enrollment Management (voting), the Registrar (voting), the Director of The Center for Academic Success (voting), and the Director of Admissions (non-voting).
 - a. **Chairperson.** The Associate Vice President for Enrollment Management shall serve as the chairperson of the Admission Appeals committee.
 - b. **Faculty Members.** Each Dean, in consultation with the chairperson of the Admission Appeals committee, will appoint a faculty member to the committee. Appointments shall be made in May to replace faculty members whose terms have expired. An appointment to fill a vacancy should be made when the vacancy occurs.
 - i. **Length of Service.** Faculty members serve two-year (staggered) terms starting with the summer semester.
 - ii. **Timing of Appointment.** Deans shall make appointments in May to replace faculty members whose terms have expired. An appointment to fill a vacancy shall be made when the vacancy occurs.
 - c. **Quorum.** Any five members of the committee, at least three of whom must be faculty, shall constitute a quorum. In the case where a quorum is not available and the appeal(s) hearing cannot be delayed, the chairperson may request that the Provost or Associate Vice President for Enrollment

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Management appoint substitutes to serve on a temporary basis.

- C. Ultimately, final authority for all student appeals rests with the president of the institution. ([See Section 4.7.1. Board of Regents Policy Manual, University System of Georgia](#)).

207.04 Grade Appeal

A. Summary.

1. **The Committee for Grade Appeals.** The Grade Appeals committee hears both Academic Dishonesty Grade Appeals and Grade Determination Appeals. The grade appeal procedure is explained in Section 207.04(F). Fairness and procedural safeguards are listed in Section 207.04(G).
2. **Student's Right to Appeal.** Students have the right to appeal a grade by initiating an Academic Dishonesty Grade Appeal or Grade Determination Appeal with the chair of the department, or the associate dean if a chair of the department does not exist, that offers the course.
3. **Timetable for Grade Appeals.** Grade appeals shall be initiated by the student no later than the end of the semester following the assignment of the grade and concluded no later than one year (12 calendar months) after the assignment of the grade

B. Definitions. There are two kinds of grade appeals.

1. **Academic Dishonesty Grade Appeal.** If the faculty member assigned the grade due to an allegation of cheating, plagiarism, or some other act of academic dishonesty and the student wishes to pursue the appeal, their case should be considered an Academic Dishonesty Grade Appeal.
2. **Grade Determination Appeal.** If the reasons underlying the appeal are based on policy disagreements or alleged charges of arbitrary or unfair treatment by the involved faculty member, the appeal should be considered a Grade Determination Appeal.

- C. **Responsibilities of the Grade Appeals Subcommittee of the Academic Policies and Procedures Committee.** The Grade Appeals Subcommittee hears both Academic Dishonesty Grade Appeals and Grade Determination Appeals. The chairperson of the committee will be responsible, in conjunction with the Office of the Provost and Vice President for Academic Affairs, for distributing appropriate materials to committee members, for announcing in advance the time and place of each scheduled appeal(s) hearing, and for conveying recommendations of the committee in writing to the Provost (or Provost's designee). The protocol for the Grade Appeals Subcommittee hearing can be found on the Academic Policies and Procedures Committee webpage. (<https://www.westga.edu/administration/vpaa/faculty-senate/assets/docs/HearingProtocolforGradeAppeals.pdf>).

1. **Academic Dishonesty Grade Appeals.** In cases where there are allegations of

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academic improprieties, it is assumed that these cases will be related to the course. It would be expected that a faculty member who has noted improprieties would have taken some form of corrective action (see Section 206).

- a. The purpose of the Grade Appeals committee in hearing this type of student complaint is (1) to determine if academic improprieties did take place and (2) to review the appropriateness of the faculty member's corrective action as it relates to final grade assignment.
 - b. Fairness and procedural safeguards for Academic Dishonesty Grade Appeals, Section 207.04(G)(1)(c), state that the burden of demonstrating a preponderance of evidence shall rest upon the officials or faculty member who originated an action against a student or assigned for cause a particular grade.
2. **Grade Determination Appeals.** Educational institutions have the responsibility for evaluating students by standards and using a grading system that is publicized and known to faculty and students. The responsibility for determining the grade of each student rests on the faculty member who has responsibility for teaching the course in which the student is enrolled. If a student feels unfairly treated by a faculty member in terms of the assignment of the final course grade, the student can initiate a Grade Determination Appeal.
- a. The purpose of the Grade Appeals committee hearing this type of student complaint is to review the totality of the student's performance in relationship to their final grade.
 - b. Fairness and procedural safeguards for Grade Determination Appeals, Section 207.04(G)(2)(c), state that the burden of demonstrating a preponderance of evidence of arbitrary or unfair grading rests on the student. The student should realize such a charge is a serious one and refrain from taking capricious action.

D. **Membership of the Grade Appeals committee.** The committee shall consist of seven faculty members (one from each college, the School of Nursing, and the Library), one University official, and one student.

1. **Chairperson.** The University official shall serve as the chairperson of the Grade Appeals committee.
2. **Faculty Members.** Each Dean, in consultation with the chairperson of the Grade Appeals committee, will appoint a faculty member to the committee each year.
 - a. **Length of Service.** The length of service on this committee shall be for two-year (staggered) terms starting with the fall semester.
 - b. **Timing of Appointment.** Deans shall make appointments in May to fill expired terms. An appointment to fill a vacancy shall be made when the vacancy occurs.
3. **Quorum.** Any four members of the committee, not including the chair, and at least three of whom are faculty, shall constitute a quorum. In the case where a quorum is not available and the appeal(s) hearing cannot be delayed, the

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chairperson may request that the Provost appoint substitutes to serve on a temporary basis.

4. **Role of the Assistant Dean of Students/Coordinator of Community Standards.** For Academic Dishonesty Grade Appeals, the Assistant Dean of Students/Coordinator of Community Standards of the University will be invited to sit on the committee to ensure that all due process requirements are met.

E. **Faculty Availability for Grade Appeal Decisions.** If a faculty member is unavailable when a grade appeal is underway, a faculty-ranked administrator may assume the faculty member's place in the decision-making process in the following circumstances.

1. **Permanently Unavailable.** If a faculty member is permanently unavailable for a grade appeals hearing because they are no longer employed by the University, the Department Chair or the associate dean if a chair of the department does not exist, is responsible for the grade and will attend the hearing. In such a case, the Department Chair is acting instead of the faculty member who assigned the grade.
2. **Temporarily Unavailable.**
 - a. **Decision Outcome is Not Time Sensitive.** If a faculty member is temporarily unavailable, for example, on temporary leave, out of the country, or ill, and the outcome of the hearing does not affect a student's continued enrollment, financial aid, or graduation, the grade appeal hearing will be delayed until the faculty member returns.
 - b. **Decision Outcome is Time Sensitive.** If a faculty member is temporarily unavailable and the outcome of the hearing does affect a student's continued enrollment, financial aid, or graduation, the grade appeal hearing will not be delayed. Under such circumstances, the faculty member will be represented by their college/school/library Dean (or Dean's Designee), rather than the Department Chair, or the associate dean if a chair of the department does not exist. The Chairperson of the Grade Appeals Committee shall schedule an appropriately timed hearing with the Dean/Designee. Given these circumstances, and in the event of finding for the involved student, the Dean/Designee is authorized to make the appropriate grade change or other remedies congruent with the appeal finding.

F. **Procedures.** The student is encouraged to present their concerns to the faculty member regarding their grade. If dissatisfied with the discussion with the faculty member the student can initiate a grade appeal in writing, using the Student Grade Appeal Form.

1. **Procedural Summary.** Grade appeals begin at the level of the Department Chair.
 - a. **Department Chair,** or the associate dean if a chair of the department does not exist. Upon receipt of the written grade appeal, the Chair (1) consults with the student, (2) determines whether the grade appeal should be considered as an Academic Dishonesty Grade Appeal or a Grade

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Determination Appeal, (3) shares the grade appeal with the faculty member and after review the faculty member may (but is not required to) submit a narrative and any supporting documentation, (4) examines the available documentation and (5) grants the appeal and changes the grade, or denies the appeal. The Chair notifies the student of the decision in writing within 20 days of receiving the Student Grade Appeal Form and supporting documentation. If the Chair denies the appeal, the written notification to the student should explain the student's right to appeal to the Dean (or Dean's designee). If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Dean (or Dean's designee).

- b. **Dean (or Dean's Designee).** The Dean/designee reviews the appeal and grants or denies the appeal. The Dean/designee notifies the student of the decision in writing within 20 days of receiving the Student Grade Appeal Form and All related documentation. If the Dean/designee denies the appeal, the written notification to the student should explain the student's right to appeal to the Office of the Provost and Vice President for Academic Affairs. If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Provost (or Provost's designee).
- c. **Provost (or Provost's Designee).** The Provost/designee submits the appeal to the chairperson of the Grade Appeals committee within 5 days of receiving the Student Grade Appeal Form and all related documentation for a hearing to be scheduled.
- d. **Grade Appeals committee.** At the conclusion of the hearing of the Grade Appeals committee, the chairperson of the committee will submit in writing conclusions and recommendations to the Provost/designee for information, review, and additional action. (For example, change of grade or further judicial sanctions). The Chair shall only vote to break a tie. If a majority of the members of the Grade Appeals committee does not grant the appeal, the decision of the Dean stands. Ultimately, final authority for all student appeals rests with the president of the institution. ([See Section 4.7.1, Board of Regents Policy Manual, University System of Georgia](#)).

2. Timetable of Appeals

- a. **Academic Dishonesty Grade Appeal.** This appeal is defined in 207.04(B)(1). An Academic Dishonesty Grade Appeal may be made as soon as a grade penalty on the grounds of academic dishonesty has been levied against a student. The appeal must be concluded no later than one year (12 months) after the grade is assigned.
- b. **Grade Determination Appeal.** This appeal is defined in 207.04(B)(2). A Grade Determination Appeal shall be initiated after the final course grade

is assigned, but no later than the end of the semester following the assignment of the grade, and concluded no later than one year (12 months) after the final course grade is assigned.

3. **Documentation Required for the Appeal.** A student must submit the Student Grade Appeal Form and any supporting paperwork to the Department Chair.

G. Fairness and Procedural Safeguards

1. **Academic Dishonesty Grade Appeals.** In order to guarantee fairness and proper procedural safeguards for all concerned, the subcommittee shall be guided by the following procedures:
 - a. The committee will hear a case only if the student has exhausted all administrative remedies through the appropriate department chair and their college/school/library dean
 - b. The committee chairperson will consult with both the faculty member and student concerning the hearing procedures, the time, date, and place of the hearing and will ensure relevant materials reach all parties in a timely fashion.
 - c. The burden of demonstrating a preponderance of evidence shall rest upon the officials or faculty member who originated an action against a student or assigned for cause a particular grade.
 - d. The student appearing before the subcommittee shall have the right to be assisted by an advisor of their choice.
 - e. During the hearing the student shall have the opportunity to testify and to present evidence and witnesses on their behalf. They shall have opportunity to hear and question adverse witnesses. In no case shall the committee consider statements against a student unless the student has been given an opportunity to rebut unfavorable inferences that might otherwise be drawn.
 - f. All matters upon which a decision will be based must be introduced at the proceeding before the committee. Any conclusions drawn by the committee shall be based solely upon such evidence.
 - g. In the absence of a transcript, an audio recording of the hearing shall be made.
 - h. Appellants who fail to appear after proper notice will have their cases heard in absentia. The chairperson of the committee will submit in writing conclusions and recommendations to the Provost and Vice President for Academic Affairs (or Provost's designee).
2. **Grade Determination Appeals.** In order to guarantee procedural fairness to both the student and the faculty member involved, the following procedures shall guide such hearings:
 - a. The committee will hear the case only if the student has exhausted all administrative remedies through the appropriate department chair and their college/school/library dean.

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- b. The committee chairperson will consult with both the faculty member and student concerning the hearing procedures, the time, date, and place of the hearing and will ensure relevant materials reach all parties in a timely fashion.
- c. The burden of demonstrating a preponderance of evidence of arbitrary or unfair grading rests on the student. The student should realize such a charge is a serious one and refrain from taking capricious action.
- d. Both the student and faculty member shall be given an opportunity to present their case and to refute the case presented by the other.
- e. All matters upon which a recommendation will be based must be introduced during the hearing before the committee. Recommendations shall be based solely upon such evidence.
- f. Appellants who fail to appear after proper notice will have their cases heard in absentia.
- g. The chairperson of the committee will submit in writing conclusions and recommendations to the Provost and Vice President for Academic Affairs (or Provost's designee).

207.05 Appeals of Academic Suspension or Academic Dismissal from the University

Academic suspension (term or one year) or academic dismissal may only be reviewed through a grade appeal (207.04) or hardship withdrawal (204.01). The suspension or dismissal will not be overturned until the grade appeal or hardship withdrawal has been processed.

208 Faculty Office Hours

Recognizing that courses are delivered using both online and face-to-face formats, office hours should reflect the approach used by students to communicate within a particular course. This may include setting in-office hours and/or establishing weekly virtual office hours. In accordance with [Section 2.18 Academic and Student Affairs Handbook, University System of Georgia](#), the instructor and student should make every effort to be available during instructor's office hours for discussion of the student's academic standing prior to the midpoint of the total grading period (particularly for classes that use subjective grading). Conferences at other hours should be available by appointment for the mutual conveniences of students and the faculty member. Faculty must establish office hours in accordance with their academic unit and must note them on the class syllabus. The result must lead to effective and timely communication with students.

209 Field Trips

Field trips are of recognized value in the educational process, but it should be recognized that a problem arises if a student is asked to miss other classes to make the trip. Field trips should have the approval of the dean of the appropriate college, who should be provided with a list of the students who are to participate, the time of departure, expected time of return, and purpose of

the trip. When field trips have been approved, the instructor should provide each student who is to participate with a notice that may be shown to those other instructors from whose class the participant will be absent.

Whenever practical, the university bus or vans should be used as the means of transportation for field trips. Drivers of personal automobiles on trips carrying University students are liable for damages for negligence, just as they would be under other circumstances. (See "Faculty Liability," and "Use of Buses and Vans" in this handbook.)

210 Procedures for Effecting Curriculum Changes

The Undergraduate Academic Programs Committee of the Faculty Senate is charged with the responsibility of reviewing each proposal for a change in the undergraduate curriculum (adding, dropping, or modifying course offerings, degree programs, or majors). The committee recommends approval of the proposed change in degree programs, certificate programs or majors to the Senate. Changes in undergraduate courses which do not impact the substance of an academic program or major do not require Senate action and, once approved by the committee, will be sent to the Provost and Vice President for Academic Affairs. These course approvals are taken to the Senate on information purposes. The Senate Committee on Graduate Studies has similar responsibilities with respect to graduate courses and programs. Courses which are cross listed as both undergraduate and graduate courses require approval of both the Undergraduate Academic Programs Committee and the Committee on Graduate Studies.

Proposals for curriculum changes are normally initiated by an approved advisory group or a department and require approval by the departmental faculty and the appropriate college dean. Undergraduate changes are sent by the dean to the Undergraduate Academic Programs Committee. Graduate curriculum changes require the approval of the graduate faculty of a college (or the advisory board authorized in the by-laws of the college) and the appropriate college dean before being sent to the Committee on Graduate Studies. Cross-listed undergraduate/graduate courses need the approval of both the undergraduate and graduate committees.

The form and content of the documentation required to obtain Senate Committee approval can be obtained from the dean of the appropriate College.

Proposals must be sent to the committee before November 1 if the proposed changes are to be printed in the next edition of the University catalog.

211 Policies Governing Textbook Selection and Ordering

(Approved by Faculty Senate October 13, 2017)

Faculty may require students to purchase textbooks. All textbook orders, either required or

recommended, by faculty must be sent to the University Bookstore by the designated bookstore due date, prior to the beginning of the semester. Early textbook adoptions are highly recommended to allow the University Bookstore time to locate used copies of books to sell as “used” or “rental” to reduce student costs.

Changes to bookstore orders will require approval from either the professor or department chair. The University Bookstore is responsible for accurate record keeping and for proper inventory management to ensure that the needs of the faculty and students are met.

A consideration of student costs by faculty is essential during the textbook adoption process in order to offer the best value to students. Faculty should order textbook bundles only if the supplements included in the bundle are necessary. In addition, new editions of textbooks should be required only if a substantive change in the content exists, as textbooks should be adopted for as long as possible (multiple semesters). Faculty should also consider the use of various technological innovations to reduce overall textbook costs such as electronic textbooks (eBooks), online textbooks, open-source materials, and institutionally produced materials.

Ideally, all sections of a multi-sectioned course should use the same textbook to reduce student costs. Every department, school or college is urged to make a conscientious effort to hold to a minimum the number of different texts used in different sections of a multi-sectioned course.

Faculty may require textbooks authored by themselves and immediate family members with approval of a third-party reviewer (e.g., Dean, Associate Dean, or Department Chair). The third-party reviewer should be satisfied that the work is equivalent in quality to other texts available. Under no circumstances should a faculty member, or their immediate family, have any financial interest in the publishing company or take advantage of financial incentives such as the assignment or reselling of textbooks by publishers ([Section 2.19, Academic and Student Affairs Handbook, University System of Georgia](#)).

212 Faculty Absences

If absences prevent a faculty member from providing the required minimum number of hours of instruction during a course's designated class meeting times, the faculty member must make alternative arrangements for providing this instruction. It is the responsibility of the faculty member's college or school to ensure that the required number of hours of instruction are provided (according to [Section 3.4.4, Board of Regents Policy, University System of Georgia](#), one credit hour is defined as 750 minutes of instructional time).

213 Faculty Liability

The Board of Regents maintains professional liability coverage which is designed to protect employees of the University System against possible claims arising from activities associated with their employment. Although the coverage extends to general liability, it specifically

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excludes the operation of motor vehicles. University-owned motor vehicles and mobile equipment are covered by liability insurance.

The Office of the Vice President for Business and Finance should be notified when there is the slightest reason to expect legal action to be taken on the part of the injured party.

(Revised May 27, 1983 by Faculty Senate)

214 Release of Information about Students

(Article V. Section 1, *Policies and Procedures*)

Students of the University of West Georgia have the right to assurance that their academic records, compiled and maintained by the University, will be recorded accurately and maintained in confidence in accordance with the provisions of the privacy of information act ([Family Educational Rights and Privacy Act of 1974](#)).

Transcripts of educational records shall contain only information about academic status, except that disciplinary action shall be recorded in cases where it affects the student's eligibility to reregister.

Disciplinary and counseling files shall be maintained separately from academic records and shall not be available to an authorized persons on campus nor to any person off campus without the written consent of the student involved, except under legal compulsion or in cases where the health or welfare of persons or the safety of property are involved or when parents of dependent students execute a notarized affidavit obtained from the Registrar.

No record shall be kept which reflects the political activities or beliefs of students. Provision shall be made for periodic routine destruction of noncurrent disciplinary records when appropriate administrative authorization is granted by the university.

The University shall make every endeavor to keep the student's record confidential and out of the hands of those who would use it for other than legitimate purposes. All members of the faculty, administration, and clerical staff must respect the confidential nature of the student's record. At the same time, the University shall be flexible enough in its policies not to hinder the student, the institution, or the community in their legitimate pursuits.

215 Faculty-Student Relationships

(see Section 109)

SECTION 300 POLICIES AND PROCEDURES RELATED TO SERVICE RESPONSIBILITIES

301 Advisement

The faculty advisor should bear in mind the extreme importance of their role and know the degree requirements of their individual programs.

The advisor should make every effort to assist the student and, if necessary, refer the student to the appropriate campus agency. The advisor functions in a strictly advisory capacity and should not attempt to force adherence to the advisor's wishes. Although the advisor is expected to know university policy and curricula, it is the student's responsibility to fulfill all degree requirements.

Undergraduate advisement:

University of West Georgia undergraduate students will receive information about advising and registration from the University of West Georgia Advising Center. Please see the University of West Georgia Advising Center [website](#) for details. Faculty should also consult with their individual college or school regarding academic advisement requirements.

Graduate advisement:

University of West Georgia graduate students will receive information about advising and registration directly from the college/school to which they are enrolled.

302 Counseling

In addition to the counseling normally performed by the student's advisor and instructors, the university provides free counseling for students. Qualified personnel administer diagnostic tests and offer professional counseling services to deal with personal, educational, and career problems.

Any faculty member who believes that a student is in need of these services should refer the student to the Counseling Center.

303 Orientation

Orientation for first year and transfer students is held three (3) times a year at the beginning of the fall, spring, and summer semesters. In addition, several two-day orientations are held during the summer for students who will be entering fall semester. During these summer orientation sessions, parent meetings are held concurrently with student meetings.

The purpose of orientation is to acquaint the student with the University of West Georgia, its services, activities, rules and regulations; to provide initial academic advisement and registration

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for upcoming classes; and to provide an initial social and academic niche in which the student may feel comfortable. Each student is provided the opportunity to be advised by a faculty member from the student's major field of interest or, if undecided, to be advised by a faculty member in the Advising Center. Prior to orientation, students are given the opportunity to take placement tests.

Effective orientation requires the combined efforts of faculty, staff, and students. Faculty participation is requested through the appropriate deans or supervisors.

304 Participation in College Affairs

See Sections 101.02 (Minimum Criteria for Appointment), 103.03 (Time Limits and Minimum Criteria for Promotion) and 103.04 (Minimum Tenure Criteria).

305 Participation in Civic Affairs

(See Section 109.)

306 Participation in Convocations and Commencement Services

306.01 Faculty.

Attendance at convocation and commencement is important to the institution and faculty are expected to attend. Once committed to attend, faculty who need to be excused from convocation and commencement services should get approval from their dean.

Members of the full-time faculty are expected to attend formal academic exercises of the University. Academic regalia is required for formal participation in convocations, graduation, and at other occasions when prescribed. Each faculty member is expected to furnish their own regalia.

306.02 Faculty Marshals

Marshals are appointed by the dean of each college or school for each academic year. Once appointed, marshals negotiate among themselves to determine which among them will lead the convocation for these events (commencement ceremonies and honors convocations) for the year.

Note:

In consultation with the Provost office, each college or school is authorized to create their own guidelines regarding who participates in convocation and commencement services.

SECTION 400 POLICIES AND PROCEDURES RELATED TO PROFESSIONAL GROWTH AND DEVELOPMENT ACTIVITIES

401 Research, Research Grants, and Sponsored Operations Projects

Research is one of the areas in which a faculty member is evaluated for promotion and tenure. (See Sections 103.03 and 103.04 in this Handbook.) The Office of Research and Sponsored Projects (ORSP) provides individual support to faculty and staff who seek external funding to support scholarly, creative, and institutional initiatives.

Faculty who are applying for external grants that will be administered by the university shall contact the ORSP before applying for the grants. The final grant application must be submitted to ORSP at least five business days before the sponsor deadline. Faculty who are applying for internal funds should follow the instructions set by the grant administrator.

402 Intellectual Property Policy

The University of West Georgia, hereinafter referred to as the "University," or "UWG," is dedicated to teaching, research, and the extension of knowledge to the public. Members of the UWG faculty, staff, and student body recognize among UWG's major objectives the production and dissemination of knowledge. Inherent in these objectives is the need to encourage the production of creative and scholarly works and the development of new and useful materials, devices, processes, and other inventions, some of which may have potential for commercialization. Such activities contribute to the professional development of the individuals involved, enhance the reputation of the University, provide additional educational opportunities for participating students, and promote the general welfare of the public at large.

Such creative and scholarly works and inventions that have commercial potential may be protected under the laws of various countries that establish rights called "Intellectual Property" (IP), a term that includes patents, copyrights, trade secrets, trademarks, plant variety protection, and other rights. Such Intellectual Property often comes about because of activities of University Personnel who have been aided wholly or in part through use of facilities of the University. It becomes significant, therefore, to insure the use of such Intellectual Property for the public good and to expedite its development and marketing. The rights and privileges, as well as the incentive, of the authors, creators, or inventors, hereinafter referred to as the "Originators," must be preserved so that the use of their abilities and the abilities of others at the University may be further encouraged and stimulated.

In order to establish the respective rights and obligations of the University, its faculty, students, and other employees in Intellectual Property of all kinds now and hereafter existing and of all countries, regions or other political entities, the University has established the following Intellectual Property Policy.

402.01 Applicability

The University of West Georgia (UWG) Intellectual Properties (IP) Policy ([see Section 6.3, Board of Regents Policy Manual, University System of Georgia](#)), relates both to individual and University IP rights, and applies to all full-time or part-time members of the faculty, staff, or student body of the University and extends to anyone receiving compensation or funding from the University, or funds administered by the University. This UWG IP Policy is in compliance with the University System of Georgia Board of Regents' Intellectual Properties Policy.

402.02 Background

The Board of Regents of the University System of Georgia has established [Institutional Procedures Section](#), which stipulates that: "Each institution of the System is required to develop policies and procedures for the administration of this Intellectual Property Policy" ([Section 6.3, Board of Regents Policy Manual, University System of Georgia](#)). In many instances, IP may become, in whole or in part, the property of the Board of Regents. When this IP Policy speaks to ownership of IP by UWG, the Board of Regents is the owner, unless the Board of Regents has transferred ownership to an affiliated nonprofit organization of UWG.

402.03 Definitions

"Biological Materials": Materials that include, but are not limited to, chemical compounds of biological origin, drugs, mutants, genetically engineered organisms, antibodies, hybridomas, cell lines, sera, supernatants, vectors, antigens, cDNAs, ESTs, and SNPs, and chemical compounds including enzymes and derivatives thereof.

"Copyrighted Materials": Includes the following, regardless of their medium of storage or presentation: (1) books, journal articles, texts, glossaries, bibliographies, study guides, laboratory manuals, syllabi, tests, and proposals; (2) lectures, musical, dramatic, or multimedia compositions, unpublished scripts; (3) films, charts, transparencies, electronic presentations, and other visual aids; (4) video and audio recordings in any form; (5) live video and audio broadcasts, and recordings thereof; (6) programmed instructional materials, including materials for on-line or otherwise electronically distributed instruction; (7) mask works; (8) research notes, research data reports, and research notebooks; and (9) other materials or works other than software which qualify for protection under the copyright laws of the United States (See 17 U.S.C. § 102 *et seq.*) or other protective statutes whether or not registered thereunder.

"Originator": The creator, author, inventor, or similar person and that person's executor, heirs, successors, and assigns.

"Faculty Member, Staff Member, and Student": For purposes of this IP policy, students are persons who are enrolled in any course at UWG (or who were so enrolled at any time in connection with the production of the intellectual property in question). A faculty or staff member is any person who is employed on a full-time or part-time basis by UWG (or who was

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so employed at any time in connection with the production of the intellectual property in question).

“Intellectual Property” (IP): Patentable materials, biological materials, copyrighted materials, trademarks, software, and trade secrets, whether or not formal protection is sought.

“Incidental use of University Resources”: Use of university resources that is customary or usual given the employee’s appointment and academic assignments. For example, use of office, computer, photocopier, telephone, office supplies, library, and other assigned resources in the ordinary support of university educational, scholarly or creative responsibilities is considered to be “incidental.” University personnel may make such incidental use of university resources and devote office time in carrying out a range of professional activities. [See “Significant Use of University Resources.”]

“Mask Work”: A series of related images, however fixed or encoded: (1) having or representing the predetermined, three-dimensional pattern of metallic, insulating, or semiconductor material present or removed from the layers of a semiconductor chip product; and, (2) in which series the relation of the images to one another is that each image has the pattern of the surface of one form of the semiconductor chip product (See Title 17 U.S.C. § 901).

“Net Equity”: The value of the equity received by UWG as a result of transferring rights in the IP less UWG’s out-of-pocket expenditures (including legal fees) directly attributable to protecting, developing, and transferring that IP.

“Net Income”: The gross monetary payments UWG receives as a result of transferring rights in the IP less UWG’s out-of-pocket expenditures (including legal fees) directly attributable to protecting, developing, and transferring that IP.

“Novel Plant Variety”: A novel variety of sexually reproduced plant (See Title 7 U.S.C. § 2321 *et seq*).

“Patentable Inventions,” also known as “Patentable Materials”: Items (a new, nonobvious, useful process, machine, manufacture, composition of matter or improvement thereof) which reasonably appears to qualify for protection under the patent laws of the United States or other protective statutes, including Novel Plant Varieties and Patentable Plants, whether or not patentable thereunder.

“Patentable Plant”: An asexually reproduced distinct and new variety of plant (See Title 35 U.S.C. § 161).

“Scholarly Work”: Books, articles, and other publications, artistic creations, literary manuscripts, visual and auditory creations, and musical works, irrespective of their medium of

storage or presentation. These items include software, computer programs, and databases but only if they are accessory to or part of a scholarly text. Textbooks and related software developed as a *Specific University Assignment* are not considered *Scholarly Work* for the purpose of this definition.

“Significant Use of University Resources”: Use of university facilities, library resources, clerical help, other support services, equipment, and an employee’s paid time that is beyond incidental (or customary) as described above. Significant use of resources occurs when creation of the work or intellectual property in question requires use of university resources beyond those normally allocated to employees in support of assigned responsibilities and activities within their respective departments, colleges, or other administrative unit. Such significant usage may occur as a result of actions of the personnel involved, may occur when specific assignments are given to personnel, or may occur in situations where contracts or other obligations are involved.

“Software”: Includes one or more computer programs existing in any form, or any associated operational procedures, manuals or other documentation, whether or not protectable or protected by patent or copyright. The term “computer program” means a set of instructions, statements or related data that, in actual or modified form, is capable of causing a computer or computer system to perform specified functions.

“Specific University Assignment”: IP specifically ordered or commissioned pursuant to a written, signed, agreement between UWG and the Originator.

“Trade Secrets”: Information including, but not limited to, technical or nontechnical data, a formula, a pattern, a compilation, a program, a device, a method, a technique, a drawing, a process, financial data, financial plans, product plans, or a list of actual or potential customers or suppliers which: (a) derives economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper means by, other persons who can obtain economic value from its disclosure or use; and (b) is the subject of efforts that are reasonable under the circumstances to maintain its secrecy (See Code of Georgia Annotated § 10-1-761).

“Trademarks”: Includes all trademarks, service marks, trade names, seals, symbols, designs, slogans, or logotypes developed by or associated with UWG (See Title 15 U.S. Code § 1127).

"University Resources": means any support administered by or through the University, including but not limited to University funds, facilities, equipment or personnel, and funds, facilities, equipment, or personnel provided by governmental, commercial, industrial, or other public or private organizations which are administered or controlled by the University. University Resources are to be used solely for University purposes and not for personal gain or personal commercial advantage, nor for any other non-University purposes. Intellectual Property that is developed with *Significant Use of University Resources* rather than *Incidental Use of University Resources* shall be considered to have been created through use of University Resources. The application and interpretation of the above terms in any particular situation rests with the Intellectual Property Officer and the IPO’s determination shall be final, subject to the

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review procedures set forth herein.

402.04 The Policy

- A. Subject to the limitations and qualifications enumerated in this document, all potentially patentable inventions or copyrightable material conceived or first reduced to practice in whole or in part by members of the faculty or staff (including student employees) at UWG in the course of their University responsibilities with significant use of University resources is the property of UWG.
- B. UWG shares royalties from inventions and other intellectual property assigned by UWG to the Originator.
- C. The Originators, acting collectively where there is more than one, and with the agreement of UWG, may place their inventions in the public domain if they believe that would be in the best interest of technology transfer and if doing so is not in violation of the terms of any agreements that supported or are related to the work.
- D. If any course material is developed for use at UWG, regardless of whether it involves significant use of University resources, UWG retains a non-exclusive, royalty-free license to use such material for educational purposes for up to twelve months following the termination of the Originator's employment at UWG;

402.05 Determination of Rights and Equities in Intellectual Property

Ownership in IP is determined in accordance with the following categories:

A. Individual Effort/Scholarly Work

Except as required by funding agreements or by the University's Intellectual Property Policy, the University does not claim ownership rights in the intellectual property generated during research by its faculty, staff, or students. This policy has proven beneficial to the University, the public, and the creators of such property. Copyrightable and patentable materials produced by UWG faculty, staff, or students are the exclusive property of the Originator of such IP provided that:

- 1. There is no use, except in an incidental way, of University resources in the creation of such IP;
- 2. The IP is not prepared in accordance with the terms of an institution contract or grant;
- 3. The IP is not developed by faculty, staff, or students as a specific institution assignment. The general obligation to produce scholarly and creative works does not constitute a specific assignment for this purpose;

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4. The IP was created by a student, not employed by the University, solely for the purpose of satisfying a course requirement. Students are subject to the requirements for participation in such a course, such as the transfer of ownership. Students will be made aware of their rights and obligations prior to course participation.

The IP is considered a *Scholarly Work*, and therefore belongs to this category unless:

- a) The *Scholarly Work* was developed by the Originator as a specific University assignment (see section B below); or
- b) The *Scholarly Work* was developed with significant use of University resources (see section C below).

B. Institution-Assigned Efforts

In accordance with BOR policy, ownership of IP developed as a result of *Institution-Assigned Efforts* resides with UWG, and sharing of royalty income with the Originator is authorized, subject to UWG policies and regulations, as an incentive to encourage further development of IP. The faculty's general obligation to produce scholarly and creative works does not constitute a specific assignment for the purpose of defining this category of work. Works of faculty members are assumed not to be "*Institution-Assigned Efforts*" unless written agreements with the involved faculty member(s) explicitly designate specific works as such.

C. Institution-Assisted Individual Effort

A work is considered to be generated by Institution-assisted individual effort if it involves ***Significant Use of University Resources*** rather than only ***Incidental Use of University Resources***.

1. ***Incidental use of University Resources*** means that use is customary or usual given the employee's appointment and academic assignments. For example, use of office, computer, photocopier, telephone, office supplies, library, and other assigned resources in the ordinary support of university educational, scholarly or creative responsibilities is considered to be incidental. University personnel may make such incidental use of university resources and devote office time in carrying out a range of professional activities. Furthermore, the University recognizes that ownership of any intellectual property resulting from such activities rests with the Originator(s) along with the rights to any income generated, as long as university resources are used in this incidental (or customary) fashion, and the time involvement of the developer(s) of the intellectual property does not compromise the Originator's core responsibilities in teaching, research, and service.
2. ***Significant Use of University Resources*** refers to use of university facilities, equipment, personnel, and an employee's paid time that is beyond incidental (or

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customary) as described above. Significant use of resources occurs when creation of the work or intellectual property in question requires use of university resources beyond those allocated to individuals in support of assigned responsibilities and activities within their respective departments, colleges, or other administrative unit. Such usage may occur as a result of actions of the personnel involved, may occur when specific assignments are given to personnel, or may occur in situations where contracts or other obligations are involved. The university will retain title to all intellectual property that involves significant use of university resources subject to the conditions set forth herein.

When in support of a revenue-producing work, the following are examples of significant use:

- a) In the creation or promotion of a work, extended use of the Originator's time and energy results in a reduction in levels of teaching, scholarship, or other assigned university activities, and the developer's anticipated workload in these areas is at a level significantly lower than normal;
- b) Greater than incidental use of university facilities such as laboratories, studios, specialized equipment, production facilities, or specialized computing resources in direct support of development of the work in question;
- c) Extraordinary or specifically designated university funds to support the work's creation, publication, manufacture or production;
- d) Direct assignment or commission from the university to undertake a creative project as a part of the developer's regular appointment;
- e) Significant use of funding from gifts or grants to the university to support creation of the work(s) involved; and/or
- f) Production of the works under specific terms of a sponsored research grant or contract.

The nature and extent of Originator participation in royalty income is subject to UWG regulations. Written agreements between the employees and the University should be executed in advance of the use of University personnel, facilities, or resources. In the absence of such written agreement, the rights of ownership and royalties shall be determined by the Intellectual Property Committee subject to the UWG Intellectual Policy and the *Board of Regents Policy Manual* of the University System of Georgia.

D. Sponsor-Supported Efforts

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The grant or contract between the Sponsor and UWG, under which IP is produced, may contain specific provisions with respect to disposition of rights or interests in the IP. When the sponsored project agreement is silent on the matter, all rights in IP rests with UWG. The Office of Research and Sponsored Projects (ORSP) is responsible for reviewing the terms and conditions of UWG's grants and contracts for compliance with UWG policies on IP rights and openness in research.

E. Consulting

Consulting for outside organizations as a part of UWG effort may be performed by UWG personnel pursuant to UWG policies on consulting and to this IP Policy. Any consulting agreement or contract must include a statement that the faculty member has obligations to the University as described in this Intellectual Property Policy, and this Intellectual Property Policy should be attached to the consulting agreement. In the event that there is any conflict between the consultant's obligations to this Intellectual Property Policy and their obligations to the entity for whom they consult, the language of the consulting agreement shall prevail.

F. Research notes, data reports, and notebooks

Copyright protection subsists in original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device. Research notes, research data reports, research notebooks, and software created during research are included within the definitions of copyrighted materials and software. Their ownership is determined as with other forms of intellectual property, with ownership vested in the University if the research is supported by significant use of university resources as defined herein, or if so determined by the sponsored project agreement.

G. Declined Intellectual Property

Whenever UWG chooses not to administer IP or chooses to cease administering IP, such IP, subject to any obligations to a Sponsor, may be released to the Originator to dispose of as the Originator sees fit. The decision to release such IP is made by the Intellectual Property Officer (IPO), in consultation with the IP Committee, the University General Counsel, and the President.

402.06 Revenue Distribution

Net revenue is defined as gross receipts received by UWG from license activity minus contract amounts due to Sponsors, if any, and the out-of-pocket costs incurred by UWG in protecting and licensing the IP. At UWG, net revenue is distributed as follows:

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- First \$10,000 of accumulated net revenue 100% to Originator
- Over \$10,000:
 - 25% to Originator
 - 10% to Department/Unit
 - 40% to Office of Research and Sponsored Projects
 - 25% to Office of the Provost and Vice President for Academic Affairs

402.07 Intellectual Property Oversight

The chief research officer¹ serves as the Institution’s Intellectual Property Officer (IPO) and chairs the UWG Intellectual Property Committee.

402.0701 Intellectual Property Officer (IPO). The IPO is responsible for and active in all matters related to copyright/patent policies and procedures of UWG. The IPO provides advice and assistance in copyright/patent related matters to the faculty, staff, and students; to the President and administration of the University; and to Sponsor and Partner agencies bound to UWG by contract or grant obligations. The IPO works with the Office of Research and Sponsored Projects (ORSP) and the UWG Intellectual Property Committee to develop and monitor institutional IP policies and procedures. The IPO maintains records, executed copyright/patent/royalty agreements, and official correspondence of the office and of the IP Committee.

402.0702 Intellectual Property Committee (IPC). The *Intellectual Property Committee* is a standing body and reports to the Provost through the IPO. The IP Committee consists of ex officio members and members appointed by the President: the IPO (*ex officio*, non-voting except to break ties), and the UWG General Counsel (*ex officio*, non-voting), the Vice President for Business and Finance or designee (*ex officio*, voting), and one voting member from each college and the School of Nursing. The President solicits nominations for the IP Committee from the Provost and Vice President for Academic Affairs in consultation with the Academic Deans. Members are appointed by the President, serve three-year (staggered) terms, and may serve up to two consecutive terms. The IPO serves as the Chair of the IP Committee.

Should any seat on the IPC be vacated prior to the expiration of the normal term, the President appoints a successor to fill the remaining term in accordance with the procedures above.

Any appointed member may be removed at any time by the President, with or without cause.

¹ That officer is at the time of this policy adoption the Associate Vice President for Research and Sponsored Projects. Should that position be redefined or retitled, the designation of IPO would either follow the position or become attached to different person or position designated by the President.

The IPC meets as necessary and shall act in an advisory capacity to the president or his/her designee. Faculty, staff and students shall promptly report to the committee in writing, through the appropriate channels, all Intellectual Property invented or created by them that is reasonably likely to have commercial value.

402.08 Procedures

402.0801 Disclosure of Intellectual Property

Originators of IP shall promptly provide the IPO with a disclosure describing their creative and scholarly works and new material, devices, processes, or other inventions which they consider may have commercial potential, be they either Individual Efforts, Institution-Assigned Efforts, Institution-Assisted Individual Efforts, or Sponsor-Supported Efforts, using the *Intellectual Property Disclosure Form* provided by the IPO. University Personnel shall cooperate with the IPO and sign all papers deemed necessary to protect and commercialize Intellectual Property covered by this Intellectual Property Policy.

Disclosures are not required for works of authorship, such as articles for publication in scholarly or professional journals, or instructional or research material for internal use where there is no intent to commercially exploit the intellectual property, even though the ownership of the copyright may reside in the University as determined by this policy. In such cases of University ownership, the author is granted a license for the limited purpose of the particular noncommercial publication.

It is the responsibility of the Originator to disclose IP to the University, through the Intellectual Property Officer (IPO), and demonstrate that this classification applies, in accordance with the Disclosure section of this IP Policy.

402.0802 Review of Disclosure

A. When the IPO receives an *Intellectual Property Disclosure Form* from an Originator, UWG's interest in patenting and/or licensing the disclosed IP must be determined in a timely fashion. After preliminary evaluation of the *Disclosure* by the IPO, one or more of the following actions are initiated within forty-five business days of receiving the *Disclosure*:

1. Initiate an external evaluation of the disclosed IP;
2. Develop and manage the disclosed IP through the ORSP;
3. Submit the disclosed IP to the IP Committee for its evaluation and recommendation;
4. If rights in the disclosed IP are subject to the terms of a grant or contract, comply with the terms of the grant or contract; and,

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5. Assign title to the disclosed IP to the Originator, if the University chooses not to administer or to cease administering the IP.
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- B. If the *Disclosure* is referred to the IPC for a recommendation, the Committee reviews the *Disclosure* and, if appropriate, hears an oral presentation by the Originator, supported by any visual material as may be required. Use may be made of appropriate *ad hoc* members, including external agencies, who can best assist in evaluating the IP. The IPC then recommends whether UWG should exert an interest in the IP, based on a determination that the disclosed IP is novel, useful, non-obvious, and/or has commercial potential.
 - C. Within thirty-five business days of the *Disclosure* being submitted to the IPC, the IPC will make a recommendation to the IPO as to whether UWG should pursue development of the IP. If the IPC requires additional time, it requests such additional time from the IPO, in writing, including a justification for the request. Any additional time must be at the agreement of the involved parties and in no case will exceed an additional thirty-five business days.
 - D. The IPO will consider the recommendation of the IPC and respond to the Originator, in writing, whether UWG intends to pursue development of the IP. The IPO's determination will be due to the Originator no later than thirty-five business days from the IPO's receipt of the IPC's report.
 - E. If the IPO, in consultation with the University General Counsel, decides that UWG will not pursue development of the IP, or such agreed upon decisions are not made or responded to in writing during the specified time period, or a mutually agreeable extended time period, UWG waives its rights to pursue development of the IP, except that UWG will retain royalty-free license rights to the IP.

In general, the IPC is responsible for:

1. Advising the IPO regarding UWG's and the Originator's rights and equities in IP in accordance with the *Procedures* section of this policy;
2. Recommending UWG policies and procedures pertaining to copyrights and patents to the President for action;
3. Recommending changes to UWG copyright and patent policies and procedures to the President for action;
4. Reviewing all IP matters submitted to it by the IPO, sponsor agencies, and UWG officials for compliance with UWG policy, Board of Regents Policy, and contractual/grant-based obligations.

402.08 Right of Appeal

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In the event of a disagreement as to the ownership of IP or to the recommended distribution of royalties, the UWG employee (faculty, staff, or student) has the right to appeal, in writing, to the IPO, who will refer the appeal to the IPC. The IPC will then make a recommendation to the IPO within thirty business days of its receipt of the appeal. The IPO will then make a final decision concerning the appeal no later than forty-five business days of receipt of the appeal. If an individual wishes to appeal the decision of the IPO, or if a decision is not made within the time specified above, the individual may appeal to the Provost, in writing, within forty-five business days of the IPO's decision. The Provost will make a decision no later than forty-five business days of receiving the appeal. If the individual wishes to appeal the decision of the Provost, or if the decision is not made within the specified time period, the individual may appeal to the President, in writing, within forty-five business days of the Provost's decision. The President will make a decision no later than forty-five business days of the President's receipt of the appeal. If the individual wishes to appeal the decision of the President, or if the decision is not made within the specified time period, then the individual may appeal to the Board of Regents in accordance with BOR Bylaws.

402.09 Publication

Nothing in this IP Policy should be construed as affecting the rights of the Originator to publish the results of scientific work, except that the Originator must agree to observe a period of delay in publication or external dissemination if UWG so requests, and such a delay is necessary to permit UWG to secure protection for IP disclosed to it by the Originator.

402.10 Prevailing Policy

In the event of a conflict between this UWG IP Policy and any policy of the Board of Regents of the University System of Georgia, the latter will prevail.

402.11 Heirs and Assigns

The provisions of this IP Policy will endure to the benefit of and be binding upon the heirs and assigns of those individuals covered by this IP Policy.

402.12 Changes in Policy

This IP Policy will be reviewed and amended, as appropriate, by the IPC at least every two (2) years. This IP Policy may be changed by the President, on the recommendation of the IPC, and the approval of the Provost.

402.14 Compliance

Failure to comply with the provisions of this IP Policy is a violation of UWG policy, and may

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result in the discipline of the violator(s) in accordance with applicable UWG policies and procedures.

POLICY ADMINISTRATION

Short Title: Intellectual Property Policy

Effective Date: May, 2013

Cancels/Supersedes: Current policy in the Faculty Handbook

Revision Dates: April, 2013

Oversight: Academic Affairs

Authority and Purpose: To establish a clear policy concerning ownership of material, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. The policy will apply to students, faculty, and staff.

403 The Institutional Review Board

The Institutional Review Board (IRB) shall be an advisory body to the President on the protection of human and animal subjects participating in University of West Georgia approved research projects. It shall review all research proposals involving human and animal subjects for the purpose of protecting the physical and mental well being of participants in research projects conducted by and through the University. The Institutional Review Board shall consist of at least seven (7) members. Members of the Institutional Review Board shall minimally consist of the Director of Sponsored Operations (ex-officio), the Dean of the Graduate School, four faculty

members, and one member of the community. Members are appointed by the Provost and Vice President for Academic Affairs to serve terms of three years each and are replaced in rotation. Additional ad hoc members may be appointed to the IRB when necessary to comply with federal guidelines.

The University of West Georgia encourages and supports faculty's, academic staff members' and students' efforts to engage in instruction, research and public service. When research is conducted using University facilities or otherwise under its sponsorship, the individuals conducting the inquiry act as University representatives. University policy requires that all research studies, including those involving human or animal subjects, shall be under the supervision of a qualified faculty/academic staff member and shall be so designated and executed as to safeguard the rights and welfare of the subjects in compliance with the U.S. Department of Health and Human Services regulations on the Protection of Human Subjects [stated in the Code of Federal Regulations (45 CFR 46 as amended and interpreted)] and on the Animal Welfare Act, Health Research Extension Act as per requirement of Section 495(b)(2) of the PHS Act. The committee assists investigators in insuring that the rights and welfare of subjects are adequately protected. Such research activity would include master's theses, Ed.S. research projects, doctoral dissertations, faculty research, or class-related activities, including undergraduate and graduate independent study courses.

403.01 Statement of Principles

A balance between freedom of inquiry for scholars and recognition of the ethical concerns of animal rights, peers, subjects, sponsors, government agencies, and the public at large shall be maintained by the IRB. The members of the IRB maintain that numerous issues tied to human and animal research merit much further attention by the academic community. The IRB strongly encourages faculty, academic staff members, student groups, departments, schools, and colleges to discuss the ethical responsibilities of scholars as they apply to research to ensure awareness and sensitivity of subjects' needs.

403.02 Protection of Human

Subjects 403.0201 Authorization

The IRB of the University of West Georgia is authorized to exercise the following influence on proposed research involving the use of human subjects. The IRB is empowered to:

1. Approve a proposed project.
2. Disapprove a proposed project (with justification).
3. Allow rejected project researchers ample opportunity for due process.
4. Modify a project, require alternative investigative procedures, and impose precautions.
5. Design, collect, and retain informed consent forms.
6. Require continuing project reviews throughout the research period, review complaints concerning the research, and require periodic research progress reports.

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7. Terminate research found to be at extreme variance with federal compliance regulations.

403.0202 The Responsibilities of the Research Principal Investigator

It is the professional responsibility of each Principal Investigator (PI) who proposes to conduct research involving human subjects to outline in detail:

1. The risks to which the human subjects will be exposed during the administration of the research procedures.
2. The significance of the proposed research to warrant exposure of subjects to the defined risk(s).
3. Description of safeguards and procedures employed to minimize the level of the subjects' exposure to risk.
4. A description of methodology involved in informing subjects of the exposure to research risk and an explanation of methodology to be employed in obtaining the subjects' informed consent to participation.

The PI must submit the required information and a full copy of the research proposal to the IRB requesting research project approval. Upon receipt of IRB approval, the researcher may initiate the project. A sample consent form is found in Section 403.0209. A consent form for use with minors is found in Section 403.0210.

403.0203 Definition of Terms

The University of West Georgia IRB adheres to the Code of Federal Regulations' definitions for the following terms used to describe research:

Research: A systematic investigation designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute "research" for purposes of these regulations, whether or not they are supported or funded under a program which is considered research for other purposes. For example, some "demonstration" and "service" programs may include research activities [45 CFR 46.102(e)].

Risk: The risks of harm anticipated in the proposed research must not be greater, considering probability and magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests [45 CFR 46.102(g)].

Human Subject: A live human subject about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information. "Intervention" includes both physical procedures by which data are gathered (for example, venipuncture) and manipulations of the subject or the subject's environment that are performed for research purposes. "Interaction" includes communication or interpersonal contact

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between investigator and subject. "Private information" includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place and *includes* information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public. Private information must be individually identifiable (i.e., the identity of the subject is or may be readily ascertained by the information) in order to obtain information which constitutes research involving human subjects [45 CFR 46.102(f)].

403.0204 Review Procedures

Individuals at the University of West Georgia interested in conducting research involving human subjects must follow the procedures outlined below:

1. Read Institutional Review Board application procedures at the IRB website <https://www.westga.edu/academics/research/orsp/irb.php> . Application materials are available at this site. You may also request application materials from the IRB Chair. Section 403.0209 contains the application.
2. Faculty and Staff submit three (3) completed applications to the IRB chair. Students submit four (4) completed applications to the IRB chair.

403.0205 Classification of Research

Under Federal Regulation [45 CFR 46], research involving the use of human subjects is classified into three distinct categories or levels: exempt, expeditable, or nonexempt.

A. Level 1: Exempt Research

Federal Regulations mandate that very narrowly defined types of research are exempt. There are exclusive restrictions related to research involving subject populations that include prisoners, fetuses, pregnant women, children, institutionalized individuals (i.e. mentally disabled), other potentially vulnerable groups and human in vitro fertilization. An outline of specific regulations relating to restricted research populations can be obtained from the Sponsored Operations Office.

Research activities in which the only involvement of human subjects will be one or more of the following categories and which do not involve sensitive or protected populations are exempt from 45 CFR 46. (NOTE: The IRB will make the final determination as to whether a research project may be classified as "exempt").

1. Research conducted in established or commonly accepted educational settings involving normal educational practices, such as:
 - a. Research on regular and special education instructional strategies.
 - b. Research on the effectiveness of/or the comparison among instructional techniques, curricular, or classroom management methods.

2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
 - a. Information obtained is recorded in such a manner that human subjects can be identified directly or through identifiers linked to the subjects.
 - b. Any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability or reputation.
3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (2.b) of this section if:
 - a. The human subjects are elected or appointed public officials or candidates for public office.
 - b. Federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
4. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.
5. Research and demonstration projects which are conducted by/or subject to the approval of department or agency heads and which are designed to study, evaluate, or otherwise examine:
 - a. Public benefit or service programs.
 - b. Procedures for obtaining benefits or services under those programs.
 - c. Possible changes in or alternatives to those programs or procedures.
 - d. Possible changes in methods or levels of payment for benefits or services under those programs.
6. Taste and food quality evaluation and consumer acceptance studies:
 - a. If wholesome foods without additives are consumed.
 - b. If a food is consumed that contains a food ingredient at or below the level and for a use found to be safe or an agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of U.S. Department of Agriculture.

B. Level 2: Research Activities Which May be Reviewed Through Expedited Review Procedures

Federal Regulation identifies ten restricted types of research which may be reviewed by the IRB using an expedited procedure. There are exclusive restrictions related to research involving subject populations that include prisoners, fetuses, pregnant women, children, institutionalized individuals (i.e. mentally disabled), other potentially vulnerable groups and human in vitro fertilization. An outline of specific regulations relating to restricted research populations can be obtained from the Budget and Research Services Office.

Research activities involving minimal risk and in which the only involvement of human subjects will be in one or more of the following categories (carried out through standard methods) may be reviewed by the IRB through the expedited review procedure authorized in 46.110 of 45 CFR Part 46.

1. Collection of hair and nail clippings in a non-disfiguring manner deciduous teeth and permanent teeth if patient care indicated a need for extraction.
2. Collection of excreta and external secretions including sweat, uncannulated saliva, placenta removed at delivery, and amniotic fluid at the time of rupture of the membrane prior to or during labor.
3. Recording of data from subjects eighteen (18) years of age or older using noninvasive procedures routinely employed in clinical practice. This includes the use of physical sensors that are applied either to the surface of the body or at a distance and do not involve input of matter or significant amounts of energy into the subject or an invasion of the subject's privacy. It also includes such procedures as weighing, testing sensory acuity, electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, diagnostic echography, and electroretinography. It does not include exposure to electromagnetic radiation outside the visible range (for example, x- ray, microwaves).
4. Collection of blood samples by venipuncture, in amounts not exceeding 450 milliliters in an eight-week period and no more often than two times per week, from subjects eighteen (18) years of age or older and who are in good health and not pregnant.
5. Collection of both supra- and subgingival dental plaque and calculus, provided the procedure is not more invasive than routine prophylactic scaling of the teeth and the process is accomplished in accordance with accepted prophylactic techniques.
6. Voice recordings made for research purposes such as investigations of speech defects.
7. Moderate exercise by healthy volunteers.
8. The study of existing data, documents, records, pathological specimens, or diagnostic specimens.
9. Research on individual or group behavior or characteristics of individuals, such as studies of perception, cognition, game theory, or test development, where the investigator does not manipulate subjects' behavior and the research will not involve stress to subjects.
10. Research on drugs or devices for which an investigational new drug exemption is not required.

C. Level 3: Nonexempt Research

All other research must be reviewed in full by the IRB.

403.0206 Ethical Research Guidelines for Research Involving Human Participants

From the *American Psychologist*, June 1981, pgs. 637-638.

The decision to undertake research rests upon a considered judgment by the individual researcher about how best to contribute to knowledge and human welfare. Having made the decision to

conduct research, the investigator considers alternative directions in which research energies and resources might be invested. On the basis of this consideration, the researcher carries out the investigation with respect and concern for the dignity and welfare of the people who participate and with cognizance of federal and state regulations and professional standards governing the conduct of research with human participants.

- A. In planning a study, the investigator has the responsibility to make a careful evaluation of its ethical acceptability. To the extent that the weighing of scientific and human values suggests a compromise of any principle, the investigator incurs a correspondingly serious obligation to seek ethical advice and to observe stringent safeguards to protect the rights of human participants.
- B. Considering whether a participant in a planned study will be a "subject at risk," according to recognized standards, is of primary ethical concern to the investigator.
- C. The investigator always retains the responsibility for ensuring ethical practice in research. The investigator is also responsible for the ethical treatment of research participants by collaborators, assistants, students, and employees, all of whom, however, incur similar obligations.
- D. Except in minimal-risk research, the investigator establishes a clear and fair agreement with research participants prior to their participation that clarifies the obligations and responsibilities of each. The investigator has the obligation to honor all promises and commitments included in that agreement. The investigator informs the participants of all aspects of the research that might reasonably be expected to influence willingness to participate and explains all other aspects of the research about which the participants inquire. Failure to make full disclosure prior to obtaining informed consent requires additional safeguards to protect the welfare and dignity of the research participants. Research with children or with participants who have impairments that would limit understanding and/or communications requires special safeguarding procedures.
- E. Methodological requirements of a study may make the use of concealment or deception necessary. Before conducting such a study, the investigator has a special responsibility to
 1. Determine whether the use of such techniques is justified by the study's prospective scientific, educational, or applied value.
 2. Determine whether alternative procedures are available that do not use concealment or deception.
 3. Ensure that the participants are provided with sufficient explanation as soon as possible.
- F. The investigator respects the individual's freedom to decline to participate in or to withdraw from the research at any time. The obligations to protect this freedom require careful thought and consideration when the investigator is in a position of authority or influence over the participant. Such positions of authority include, but are not limited to, situations in which research participation is required as part of employment or in which the participant is a student, client, or employee of the investigator.
- G. The investigator protects the participant from physical and mental discomfort, harm, and danger that arise from research procedures. If risks of such consequences exist, the investigator informs the participant of that fact. Research procedures likely to cause serious or lasting harm to a participant are not used unless the failure to use these procedures might

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expose the participant to risk of greater harm, or unless the research has great potential benefit and fully informed and voluntary consent is obtained from each participant. The participant should be informed of procedures for contacting the investigator within a reasonable time period following participation should stress, potential harm, or related questions arise.

- H. After the data are collected, the investigator provides the participant with information about the nature of the study and attempts to remove any misconceptions that may have arisen. Where scientific and human values justify delaying or withholding this information, the investigator incurs a special responsibility to monitor the research and to ensure that there are no damaging consequences for the participant.
- I. Where research procedures result in undesirable consequences for the individual participant, the investigator has the responsibility to detect and remove or correct these consequences, including long-term effects.
- J. Information obtained about a research participant during the course of an investigation is confidential unless otherwise agreed upon in advance. When the possibility exists that others may obtain access to such information, this possibility, together with the plans for protecting confidentiality, is explained to the participant as part of this procedure for obtaining informed consent.

403.0207 Application Procedures

Faculty, staff, or students who wish to conduct research must first submit application materials to the Institutional Review Board for review. The application is available in PDF format near the end of this page.

All research will be classified as either exempt, expedited, or nonexempt. If your participants are minors (under the age of 18), your research study will be classified as either expedited or nonexempt. Examples of exempt research include: case studies of individuals eighteen (18) or older, analysis of existing records, and survey research conducted on adults. Examples of expedited research include: research comparing instructional methods used by teachers or researchers in the K12 classroom, survey research conducted on minors, and experimental studies with children where there is no greater than a minimal risk to the participants.

Expedited and exempt research can be reviewed by two members of the IRB. If your research falls under one of these two categories, turnaround time for your application will typically be no greater than two weeks, provided that you have submitted all required paperwork.

Few research studies at UWG will be classified as nonexempt. Any research study that puts participants at risk (defined as greater than minimal risk) will be classified as nonexempt. An example of nonexempt research would be an exercise study in which participants were asked to run to exhaustion. Participation could result in physical harm, which places the study under the classification of nonexempt research. If your research is classified as nonexempt, all members of the IRB must meet for a full board review of your application. It may take as long as 4 weeks to convene a meeting of the full board, so please plan accordingly if you think your research may

be classified as nonexempt.

Please follow these procedures when submitting an application to the IRB for review:

1. Download or request the application for IRB review.
2. Complete the application, providing ALL requested information.
3. If you are a faculty member, submit 3 copies of the completed application. If you are a student, submit 4 copies of the completed application. If you submit fewer than the required number of copies, your application will be returned to you.
4. You must collate or staple each copy of your application before sending it in. Uncollated copies will be returned to you.
5. Submit copies of your application to:
IRB Chair
Office of the Provost and Vice President for Academic Affairs
University of West Georgia
Carrollton, GA 30118

403.0208 IRB Application <https://www.westga.edu/academics/research/orsp/irb-forms.php>

403.0209 Informed Consent Template <https://www.westga.edu/academics/research/orsp/irb-forms.php>

403.0210 Authorization for a School and Students to Participate in a Research Study Template (Word) <https://www.westga.edu/academics/research/orsp/irb-forms.php>

403.0211 IRB Information for School Systems in West Georgia and Areas Surrounding Atlanta <https://www.westga.edu/academics/research/orsp/irb-forms.php>

403.03 ANIMAL CARE AND USE

403.0301 Authorization

The IRB of the University of West Georgia is authorized to:

1. Approve a proposed project's plan for use of animal subjects.
2. Disapprove (with justification) a proposed project's use of animal subjects.
3. Establish procedures to protect the researchers' right to due process.
4. Require alternative investigative procedures and impose precautions to insure compliance with the University of West Georgia "Assurance of Compliance with Public Health Service (PHS) Policy on Humane Care and Use of Laboratory Animals".
5. Conduct project reviews throughout the research period, review complaints concerning the research, and require periodic research progress reports.
6. Terminate research found to be at variance with federal compliance regulations.

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403.0302 The Responsibilities of the Research Principal Investigator

It is the professional responsibility of each Principal Investigator (PI) who proposes to conduct research involving animal subjects to outline in detail:

1. The risks to which the animal subjects will be exposed during the administration of the research procedures.
2. The significance of the proposed research to warrant the use of animal subjects.
3. A description of the space, care and food to be provided for the animal subjects.
4. A description of methodology involved for the disposal of subjects at conclusion of research and, if it involves euthanasia, the method to be used and why that method was selected.

The PI must submit the required information and a full copy of the research proposal to the IRB requesting research project approval. Upon receipt IRB approval, the researcher may initiate the project.

403.0303 Definition of Terms

The University of West Georgia IRB adheres to the Code of Federal Regulations definitions for the following terms used to describe research:

Research. A systematic investigation designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute "research" for purposes of these regulations whether or not they are supported or funded under a program which is considered research for other purposes. For example, some "demonstration" and "service" programs may include research activities [45 CFR 46.102(e)].

403.0304 U.S. Government Principles for the Utilization and Care of Vertebrate Animals Used in Testing, Research, and Training

The development of knowledge necessary for the improvement of the health and well-being of humans as well as other animals requires in vivo experimentation with a wide variety of animal species. Whenever U.S. Government agencies develop requirements for testing, research, or training procedures involving the use of vertebrate animals, the following principles shall be considered; and whenever these agencies actually perform or sponsor such procedures, the responsible institution official shall ensure that these principles are adhered to:

1. The transportation, care, and use of animals should be in accordance with the Animal Welfare Act (7 U.S.C. 2131 et.seq.) and other applicable Federal laws, guidelines, and policies.²

² For Guidance throughout these Principles, the reader is referred to the Guide for the Care and Use of Laboratory Animals, 8th Edition, National Academies Press, 2011, Revised August 12, 2021

2. Procedures involving animals should be designed and performed with due consideration of their relevance to human or animal health, the advancement of knowledge, or the good of society.
3. The animals selected for a procedure should be of an appropriate species and quality and the minimum number required to obtain valid results. Methods such as mathematical models, computer simulation, and in vitro biological systems should be considered.
4. Proper use of animals, including the avoidance or minimization of discomfort, distress, and pain when consistent with sound scientific practices, is imperative. Unless the contrary is established, investigators should consider that procedures that cause pain or distress in human beings may cause pain or distress in other animals.
5. Procedures with animals that may cause more than momentary or slight pain or distress should be performed with appropriate sedation, analgesia, or anesthesia. Surgical or other painful procedures should not be performed on unanesthetized animals paralyzed by chemical agents.
6. Animals that would otherwise suffer severe or chronic pain or distress that cannot be relieved should be painlessly killed at the end of the procedure or, if appropriate, during the procedures.
7. The living conditions of animals should be appropriate for their species and contribute to their health and comfort. Normally, the housing, feeding, and care of all animals used for biomedical purposes must be directed by a veterinarian or other scientist trained and experienced in the proper care, handling, and use of the species maintained or studied. In any case, veterinary care shall be provided as indicated.
8. Investigators and other personnel shall be appropriately qualified and experienced for conducting procedures on living animals. Adequate arrangements shall be made for their in-service training, including the proper and humane care and use of laboratory animals.
9. Where exceptions are required in relation to the provisions of these Principles, the decisions should not rest with the investigators directly concerned but should be made, with due regard to Principle B, by an appropriate review group such as the IRB. Such exceptions should not be made solely for the purposes of teaching or demonstration.

403.0305 Review Procedures

Individuals at the University of West Georgia interested in conducting research involving animal subjects must follow the procedures outlined below:

1. Obtain an Institutional Animal Care and Use Procedures Packet from your academic department office, the Graduate School Office, or the Office of Budget and Research Services, which contains:
 - a. a research procedures manual.
 - b. a document addressing ethical practices when conducting research with animal subjects,
 - c. a research proposal form.
2. Submit the original and four copies of the research proposal form to the Office of the VPAA

for review by the IRB.

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Addendum VII

Faculty Development Committee (FDC) of the UWG Faculty Senate

Proposed Resolution on the New 80-10-10 Workload Policy to be presented to the Faculty Senate

Whereas, The FDC recognizes the pressure of additional budget cuts and the need to creatively balance increased teaching responsibilities with professional development as well as service. However, the new workload policy has been issued without FDC input, a body that has over the last two years collaboratively vetted and implemented all new BOR policies on faculty evaluation and student success, which are both tied directly to faculty workload; and

Whereas, The new workload policy (80% teaching, 10% service, 10% professional development) does not seamlessly follow from the Faculty Handbook's workload of four 3-h courses (FH section 127.01):

- a) no clause stipulates the assignment of 10% workload per course;
- b) section 127.01 assesses course load per semester—not on an annual basis;
- c) definition of a “course” varies widely across units and disciplines, depending on class size, contact vs. credit hours, and lecture vs. lab/studio instruction; thus, it is unclear how 80-10-10 would be applied equitably across campus; and

Whereas, The new workload policy does not take into account impact on student success, as it curtails faculty time for research/creative endeavors and thus faculty ability to direct *student* research, especially in the growing field of graduate education; and

Whereas, BOR policy requires “noteworthy” faculty achievements in more than the area of teaching (www.usg.edu/policymanual/section8/C245/#p8.3.5_evaluation_of_personnel; Section 8.3.6.1 “Minimum for All Institutions in All Professorial Ranks); thus, limiting service and professional development to 10% each conflicts with BOR policy. Noteworthy achievements in research, for example, cannot feasibly be accomplished in 4 h/week (10% of a 40 h work week); and

Whereas, The differentiation between teaching tracks (4/4 course load) and research tracks (3/3 course load) and their assignment has not been discussed or equitably applied across campus. Moreover, no differentiation regarding rank, tenure status, or clinical vs. tenure track has been discussed; therefore

Resolved, the FDC requests a pause to the implementation of the new workload policy and the creation of a collaborative and campus-wide consultation and vetting process, closely involving faculty governance channels, in order to safeguard equity across campus and to ensure that workload policies do not conflict with UWG's classification and mission as a Comprehensive University with an increased emphasis on student success.

Addendum VIII

Update membership of the Institutional Planning Committee to reflect current administrative organization.

Changes are highlighted in red text.

Current

Institutional Planning Committee.

Purpose: to recommend policy concerning University purposes and goals (and to evaluate their degree of suitability and attainment), academic planning and growth, including the integration of technology into the strategic mission of the University, and SACSCOC and specialized accreditations; to advise regarding the development of Quality Enhancement Plans (QEP) and campus development; and to monitor the implementation of the University's strategic plan. IPC senators also represent the Senate and the Faculty on university committees that deal with SACSCOC, QEP, and the Strategic Plan.

Membership: four senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); two administrators: the Associate Vice President for Institutional Effectiveness and Assessment and one appointed by the Provost and Vice President for Academic Affairs; one student, appointed by SGA.
(Total: 14)

Revised

Institutional Planning Committee.

Purpose: to recommend policy concerning University purposes and goals (and to evaluate their degree of suitability and attainment), academic planning and growth, including the integration of technology into the strategic mission of the University, and SACSCOC and specialized accreditations; to advise regarding the development of Quality Enhancement Plans (QEP) and campus development; and to monitor the implementation of the University's strategic plan. IPC senators also represent the Senate and the Faculty on university committees that deal with SACSCOC, QEP, and the Strategic Plan.

Membership: four senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); three administrators: **Associate Vice President for Institutional Effectiveness and Assessment appointee, Executive Director of Accreditation and Quality Enhancement appointee**, and one appointed by the Provost and Vice President for Academic Affairs; one student, appointed by SGA.
(Total: 15)