

# Memorandum

To: General Faculty

Date: April 13, 2022

Regarding: Faculty Senate Agenda for April 15, 2022 via Zoom

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1. Call to Order

2. Roll Call

3. Minutes

A) The March 18, 2022 Faculty Senate Meeting Minutes were approved electronically on March 25, 2022.

4. Administrator Reports

A) Report from the Provost

B) Report from the Vice-Provost

5. Committee Reports

**Committee I: Undergraduate Programs Committee (Karen Graffius, Chair)**

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

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Art, History, and Philosophy

a) [ART 4211 – Japanese Art](#)

Request: Add

b) [ART 4215 - Art of the African Diaspora](#)

Request: Add

c) [Art, Art Education, B.F.A.](#)

Request: Modify

d) [Art, B.A.](#)

Request: Modify

e) [Art, B.F.A.](#)

Request: Modify

f) [PHIL 4386 - Internship](#)

Request: Add

- 2) Department of Natural Sciences
  - a) [Physics Minor](#)  
Request: Modify
- 3) Department of Anthropology, Psychology, and Sociology
  - a) [Social and Behavioral Health, B.S.](#)  
Request: Modify
- 4) Department of English, Film, Languages, and Performing Arts
  - a) [Stand Alone Interdisciplinary Certificate in Musical Theater](#)  
Request: Modify
- B) Richards College of Business
  - 1) Department of Economics
    - a) [Economics, B.B.A.](#)  
Request: Modify
- C) University College
  - 1) Department of Civic Engagement and Public Service
    - a) [CRIM 4270 - Death Penalty](#)  
Request: Add
    - b) [CRIM 4275 - Serial Murder](#)  
Request: Add
    - c) [CRIM 4290 - Criminal Mind](#)  
Request: Add
    - d) [CRIM 4295 - Sex Offenders](#)  
Request: Add
    - e) [CRIM 4296 - Violence Against Women](#)  
Request: Add
    - f) [Criminology, B.S.](#)  
Request: Modify
    - g) [Criminology, B.S.](#)  
Request: Modify
  - 2) Center for Interdisciplinary Studies

- a) [XIDS 2100 – Intro to Lat Am/Carib/Latinx](#)

Request: Add

**Information Items:**

- A) The UPC approved 40 courses to receive the undergraduate research HIP designation.

([\*\*Addendum II\*\*](#))

- B) The UPC approved the XIDS first year seminar/cornerstone topics for 2022-23.

([\*\*Addendum III\*\*](#))

**Committee II: Graduate Programs Committee (Dena Kniess, Chair)**

**Action Items: ([\*\*Addendum IV\*\*](#))**

- A) College of Education

- 1) Department of Counseling, Higher Education, and Speech Language Pathology

- a) [CEPD 7160 - Gender and Sexuality](#)

Request: Add

- b) [CEPD 7163 - Trauma Counseling](#)

Request: Add

- c) [CEPD 8195 - Special Topics in Professional Counseling Studies](#)

Request: Add

- 2) Department of Educational Technology and Foundations

- a) [Instructional Technology, Media and Design, M.Ed., Concentrations in Instructional Technology, School Library Media](#)

Request: Modify

- b) [Instructional Technology, Media and Design, Ed.S., Concentrations in Instructional Technology, School Library Media](#)

Request: Modify

- 3) Department of Leadership, Research, and School Improvement

- a) [Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods](#)

Request: Modify

- 4) Department of Literacy and Special Education

- a) [Special Education, M.Ed.](#)

Request: Modify

- B) Richards College of Business

- 1) Department of Management
  - a) [Georgia WebMBA®](#)  
Request: Modify
  - b) [Master of Business Administration, M.B.A.](#)  
Request: Modify
  - c) [Master of Business Administration, M.B.A.](#)  
Request: Modify
- C) University College
  - 1) Civic Engagement and Public Service
    - a) [Post-Baccalaureate Certificate in Public Management](#)  
Request: Modify
    - b) [Post-Baccalaureate Certificate in Nonprofit Management and Community Development](#)  
Request: Modify

**Committee III: Academic Policies Committee (Jennifer Edelman, Chair)**

**Action Items:**

- A) History Program Request to Eliminate Exemption Exam Options for HIST 2111 and 2112
- B) Dual Enrollment Admissions Changes ([Addendum V](#))

**Information Items:**

- A) High Impact Practices (HIPs) Committee: Work-Based Learning Designation for Courses ([Addendum VI](#))
- B) Brandy Chambless will serve as Chair of the Academic Policies Committee for the 2022-2023 Academic Year.

**Committee IV: Faculty Development Committee (Patrick Erben, Chair)**

**Information Items:**

- A) DRAFT Changes of UWG Handbook following BOR-mandated Post-Tenure Review and Annual Evaluation Policy Changes. ([Addendum VII](#))
- B) Farooq Khan will serve as Chair of the Faculty Development Committee for the 2022-2023 Academic Year.

**Committee VI: Facilities and Information Technology Committee (Yvonne Fuentes, Chair)**

**Action Item:**

- A) Vote on a Faculty Communication Listserv ([Addendum VIII](#))

**Committee IX: Rules Committee (Angela Branyon, Chair)**

**Action Item:**

- A) *UWG Policies and Procedures Manual*

- 1) By-Laws of the Faculties and Faculty Senate: Article III.F. Quorum ([Addendum IX](#))

Request: Modify

- 2) Article IV, Section 2.J.

- a) 6. Facilities and Information Technology Committee ([Addendum X](#))

Request: Modify

- b) 7. Student Affairs and Intercollegiate Athletics Committee ([Addendum XI](#))

Request: Modify

**Committee XI: Teaching, Learning, and Assessment Committee (Jason Swift, Chair)**

**Action Item:**

- A) Vote on Proposed SEI Instrument Revision Timeline and Process Guidelines ([Addendum XII](#))

6. Old Business

- A) Appeal of President Kelly's Response to the Proposed Amendment to the By-Laws on Faculty Senate Proxies ([Addendum XIII](#))

7. New Business

- A) Executive Secretary Nomination: Laura McCloskey Wolfe

8. Announcements

9. Adjournment

# **Addendum I**

# ART - 4211 - Japanese Art

## 2022-2023 Undergraduate New Course Request

### 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](mailto: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](mailto: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 College course?\*  Yes  No

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

## Course Information

Course Prefix\*

ART

Course Number\* 4211

Course Title\* Japanese Art

Long Course Title Japanese Art

Course Type\*

Art

**Catalog Course Description\*** This course provides an intensive survey of the arts of Japan from the early Jōmon period to the present day. Topics covered include ancient pottery techniques and early human settlements, Shintoism, Zen Buddhism, ukiyo-e printmaking, the Meiji restoration, manga, and anime.

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.\* 3



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

**Prerequisites** (ART 2201 and ART 2202) or ART 3210

**Concurrent Prerequisites** None

**Corequisites** None

**Cross-listing** None

**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\***

Undergraduate Standard Letter


## Justification and Assessment

- Rationale\***
- a. This course provides an additional option for students to meet the NASAD non-western art requirement needed for graduation with a BA or BFA in Art.
  - b. Historically strong enrollment the two times this course has been offered as a topic of ART 3210 Non-Western Art supports its creation as a new course.
  - c. Separating this course from ART 3210 Non-Western Art allows for faculty to offer additional topics under the ART 3210 designation.

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

1. Discuss key artistic innovations from ancient to contemporary periods of Japan.
2. Explain the linked importance of culture and religion in Japanese art over time.
3. Identify iconic Japanese artists and art pieces.
4. Understand the importance of Japanese literature and theatre in relationship to the production of art objects.
5. Analyze how key events in Japanese history impacted the creation and dissemination of art for a variety of purposes.

### 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.

# Japanese Art

## ART-4211

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

## Description

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Lecture-based course. This course provides an intensive survey of the arts of Japan from the early Jōmon period to the present day. Topics covered include ancient pottery techniques and early human settlements, Shintoism, Zen Buddhism, ukiyo-e printmaking, the Meiji restoration, manga, and anime.

### Requisites

Prerequisites:

(ART 2201 and ART 2202 ) or ART 3210

Corequisites:

## Contact Information

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### Laura McCloskey Wolfe

**Email:** [lwolfe@westga.edu](mailto:lwolfe@westga.edu)

Office Hours ONLINE:

MW 3:30pm-4:30pm or by appointment.

I am always available by email; please allow no more than 48 hours for a response.

## Meeting Times

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### Lecture Review and Discussion

Mondays and Wednesdays, 5:30 - 6:50pm

Humanities 203

## Materials

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### Japanese Art

**Author:** Joan Stanley-Baker

**Publisher:** Thames & Hudson

**ISBN:** 978-0500204252

**Availability:** Bookstore; major online retailers

### Japanese Design: Art, Aesthetics, and Culture

**Author:** Patricia Graham

**Publisher:** Tuttle Publishing

**ISBN:** 978-4805312506

**Availability:** Bookstore; major online retailers

# Outcomes

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This course will provide an in-depth journey into the arts of Japan. From the earliest pottery finds in the Jōmon period we will then explore Shinto temples, search for meaning in meditative Zen gardens, uncover the “floating world” of iconic *ukiyo-e* Edo prints, and delve into the complexities of spirituality and identity in the Meiji restoration. Finally, we will venture into the exciting intersecting worlds of literature and the visual arts apparent in *manga* and *anime*!

- This course is classified as Writing Intensive.

By the end of the course, you should be able to:

- Discuss key artistic innovations from ancient to contemporary periods of Japan.
- Explain the linked importance of culture and religion in Japanese art over time.
- Identify iconic Japanese artists and art pieces.
- Understand the importance of Japanese literature and theatre in relationship to the production of art objects.
- Analyze how key events in Japanese history impacted the creation and dissemination of art for a variety of purposes.

# Evaluation

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## Criteria

Type	Weight	Topic	Notes
Quizzes (2)	20%	Unit 1; Unit 2	Worth 10% each.
Final Exam	20%	Cumulative	
Individual Reflections	10%	Related to the content for the weeks listed in the schedule.	Five posts, worth 2% each.
Discussion Posts	10%	Related to the content for the weeks listed in the schedule.	Five posts and replies, worth 2% each.
Introduction Post	5%	Introduce yourself to the class.	Online.
Research Paper	20%	Thesis related to a Japanese art topic of your choice.	Due at the end of the semester. Be sure to pay close attention to your Abstract and feedback.
Research Paper Abstract	15%	Thesis proposal.	Thesis statement, outline of supporting points, preliminary bibliography.
Film/Manga Analysis Essay	10%	Japanese film or literary piece of your choice.	Watch or read a major Japanese film or literary piece and write a summative essay.
Optional Extra Credit Assignment	5%	See assignment details.	

## Breakdown

Grading Scale:

A = 91-100

B = 81-90

C = 71-80

D = 65-70

F = 64 and below

IN = incomplete (You must request an IN no later than two weeks before the end of the semester and be passing the course at the time of your request; deadlines for IN work follow the Registrar's calendar.)

# Assignments

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## Introduction Post

For your introductory post, post a paragraph about yourself in the appropriate forum on our discussion board. You may want to include information such as your year at UWG (freshman, sophomore, etc.), major, future goals, and why you are interested in our course.

## Research Paper and Abstract

For the research paper you will need to develop and execute an original thesis proposal related to any aspect of our course. You may choose to research an art object, stylistic period, monument, religious building, or historical event. Your paper should provide a detailed analysis of your chosen subject and clearly demonstrate how your topic is representative of Japanese art and culture. Further details will be provided in the coming weeks.

Your paper should be 8-10 pages in length, 12 point font, double-spaced. You should include at least five scholarly sources. The abstract will be due roughly mid-way through the semester and provides a chance for detailed feedback on your proposed topic.

## Film/Manga Analysis Essay

For this short essay you will choose a movie, *anime* series, literary work, or *manga* that interests you or has historical significance to Japanese culture. A list of possible options will be provided, but you are welcome to make your own choice outside of the suggestions as long as you run it by me for approval.

Paying close attention to the visual elements in your chosen work:

- Identify at least five aspects that refer to historical themes, artistic periods, or spiritual/religious imagery that we discuss throughout our course.
- How does the past influence the present in terms of cultural values and visual symbols?
- What are the enduring visual elements that define Japanese culture?

The essay should be 3-5 pages, 12-point font, uploaded to our CourseDen page.

## Quizzes

There will be two quizzes: one quiz midway through the class and one before the final exam to make sure you are following the chronology, terms, and themes of the course. Quizzes will consist of ten multiple choice questions and two short answer responses. I often also include a vocabulary matching section or map. Quizzes should be completed in CourseDen and are open note/open book: you have three attempts and I will use the highest attempt in your final grade.

## Final Exam

The exam will be a combination of multiple choice questions, term matching, and essays. You **may not** consult notes, books, classmates, the Internet, etc. Take the exam online in CourseDen. You only have one attempt.

## Discussion Posts

Prompts for discussions will be provided each week listed in the syllabus. The topics in our course build on each other; taking content week-by-week helps you break it into manageable chunks. There is a good deal of complicated vocabulary in the course – engaging with others while practicing the terms is a great way to build fluency. (It also ensures that you're on target for what will be tested on the quizzes and final.) To earn full points you must respond to the prompt AND reply to at least one classmate. We will start this activity in class each week and you must complete the assignment by the end of the week online.

## Individual Reflections

Prompts for individual comments related to the previous or current week's lecture, readings, or course progress will be provided in class each week listed on the syllabus. You must complete all 5 reflections to receive full grade points for this category. Reflections should be at least one paragraph in length (5-7 well-planned, cohesive sentences) and clearly demonstrate to me that you are actively engaging with course lectures, themes, and readings. We will start this activity in class each week and you must complete the assignment by the end of the week online.

## Extra Credit Assignment

You can earn up to five additional points of extra credit by critiquing a museum exhibit or museum website that focuses on any time period in Japanese art history. Suggested museum websites will be provided on our CourseDen page.

This review is due by the last day of class and should be 1-2 pages in length.

What I need in your synopsis:

- What did you do/see and when was it?
- How was it related to images, ideas, or themes we have discussed?
- Briefly summarize the content of the exhibit. You may want to include 2-3 images in your analysis.
- How did the exhibit broaden or improve your understanding of Japanese art?

## Schedule

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When	Topic	Notes
<b>Week 1</b>	Introduction; Early Japan: Jomon, Yayoi, and Kofun Art	<b>Readings:</b> <ol style="list-style-type: none"><li>1. Syllabus; familiarize yourself with our CourseDen page.</li><li>2. Stanley-Baker: Chapter 2, Prehistoric Period</li></ol> <b>Assignments:</b> Introduction Post
<b>Week 2</b>	Buddhist Art in Japan: Asuka and Hakuho Periods	<b>Readings:</b> <ol style="list-style-type: none"><li>1. Stanley-Baker: Chapter 3, Asuka (through pg. 40)</li><li>2. Graham: Katsura</li></ol> <b>Assignments:</b> Individual Reflection 1

When	Topic	Notes
<b>Week 3</b>	Buddhist Art in Japan: Nara Period	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Stanley-Baker: Chapter 3, Nara (pg. 40-58)</li> <li>2. Graham: Religious Values and Japanese Design</li> </ol> <p><b>Assignments:</b></p> <p>Discussion 1</p>
<b>Week 4</b>	Heian Art and Courtly Culture	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Stanley-Baker: Chapter 4, Heian</li> <li>2. Graham: Linkages Between Literary and Visual Arts; Appreciation of Changing Seasons</li> </ol> <p><b>Assignments:</b></p> <p>Individual Reflection 2</p>
<b>Week 5</b>	Feudalism and the Rise of the Samurai: Kamakura Period	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Stanley-Baker: Chapter 5, Kamakura (through pg. 114)</li> <li>2. Graham: Emphasis on Craftsmanship and Technological Innovation</li> </ol> <p><b>Assignments:</b></p> <p>Discussion 2</p>
<b>Week 6</b>	Pure Land Buddhism and the Art of Zen	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Stanley-Baker: Chapter 5, Kamakura and Muromachi (pg. 114-140)</li> <li>2. Graham: Ma; Notan; Rituals Order Daily Life</li> </ol> <p><b>Assignments:</b></p> <p>Individual Reflection 3</p>
<b>Week 7</b>	QUIZ 1	<p>Quiz available on CourseDen from 12am 2/22 to 11:59pm 2/28. Three attempts, open note/book.</p> <p>NO CLASS MEETING THIS WEEK. Use the discussion forum and my office hours if you have any questions about the quiz. A comprehensive study guide is available.</p>
<b>Week 8</b>	Momoyama Arts	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Stanley-Baker: Chapter 6, Azuchi-Momoyama (through pg. 178)</li> </ol> <p><b>Assignments:</b></p> <p><b>PAPER ABSTRACT DUE</b></p>

When	Topic	Notes
<b>Week 9</b>	Tokugawa and Kano Art	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Mason: Peace and Stability in Later Feudal Times (CourseDen)</li> </ol> <p><b>Assignments:</b></p> <p>Individual Reflection 4</p>
<b>SPRING BREAK</b>		<b>NO CLASS MEETINGS THIS WEEK.</b>
<b>Week 10</b>	Edo Painting	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Stanley-Baker: Chapter 6, Edo (pg. 178-193)</li> <li>2. Mason: Realism in Edo Painting (CourseDen)</li> </ol> <p><b>Assignments:</b></p> <p>Discussion 3</p>
<b>Week 11</b>	Zenga and Ukiyo-e	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Mason: Zenga and Ukiyo-e (CourseDen)</li> </ol> <p><b>Assignments:</b></p> <p>Individual Reflection 5</p>
<b>Week 12</b>	QUIZ 2	<p>Quiz available on CourseDen from 12am 4/5 to 11:59pm 4/11. Three attempts, open note/book.</p> <p>NO CLASS MEETING THIS WEEK. Use the discussion forum and my office hours if you have any questions about the quiz. A comprehensive study guide is available.</p>
<b>Week 13</b>	Contemporary Culture: Revival and Reconciliation Meiji, Taisho, and Showa Art	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Mason: After Feudalism (CourseDen)</li> <li>2. Graham: Japanese Design</li> </ol> <p><b>Assignments:</b></p> <p>Discussion 4</p>
<b>Week 14</b>	New Directions: Reflecting on the Globalization of Japan	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Stanley-Baker: Chapter 7, Modern Japan</li> <li>2. Graham: Early Promoters of "Artistic Japan"</li> </ol> <p><b>Assignments:</b></p> <p>Discussion 5</p>
<b>Week 15</b>	Course Conclusions; Paper Editing Workshop	<p><b>Assignments:</b></p> <p><b>Film/Manga Analysis Essay Due</b></p>



When	Topic	Notes
<b>Week 16</b>	Final Exam Review	<p><b>Assignments Due by 11:59pm on Monday, May 3:</b></p> <ul style="list-style-type: none"> <li>• <b>RESEARCH PAPER DUE</b></li> <li>• <b>EXTRA CREDIT DUE</b></li> <li>• <b>Complete the course evaluation.</b></li> </ul> <p>May 3 is the last day of the semester. ALL assignments must be turned in by this date or they will not be awarded credit.</p> <p>A comprehensive final exam review will be posted in CourseDen.</p>
<b>FINAL EXAM</b>	End of Unit 3: Cumulative Final Exam	<p>Open note/book, but you only have one attempt.</p> <p>Complete the exam online any time between 12am on 5/5 through 5pm on 5/11.</p>

## Course Policies and Resources

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### Attendance

- If you have an official accommodation that allows you to attend the course only online, please be sure that you provide me with that documentation. If you are interested in receiving this accommodation, please reach out to the Disability Office.
- All assignments should be submitted online in CourseDen.

### Safety

- No eating in class. You may bring a beverage.
- **DO NOT COME TO CLASS IF YOU ARE ILL.**

### Meeting with Me/Office Hours

- My office hours are very flexible: please let me know if you need to meet on a different day or time.
- **I AM NOT PERMITTED TO EMAIL YOU YOUR GRADES.** This is part of FERPA privacy laws. To keep track of your grade, please check CourseDen. Note that I round at the end of the semester and post your final grade only in BanWeb.

### Late Work

- Discussions and Reflections must be completed in class in the week in which they are listed on the syllabus. You will not earn points if you are absent from class.
- Quizzes can only be completed on the dates assigned. If you will be absent from a quiz please make time to take the quiz online or let me know beforehand so that we can reschedule a time for you to complete the assessment.
- Your Essay, Abstract, and Research Paper must be submitted by the dates listed in the schedule. Late assignments will incur a 10% penalty for each day they are late.
- The final exam will take place according to the University calendar. Extensions will only be granted if you have a legitimate and documentable excuse (doctor note, note from an employer, etc.).

# Institutional Policies

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## Academic Support

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

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

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

## Online Courses

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

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

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

## Honor Code

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

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

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### Useful Links

- **UWG Registrar Semester Calendar:** <https://www.westga.edu/academics/academic-calendar.php>

# Non-Western Art - Japanese

## ART-3210

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

## Description

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Lecture-based course on selected topics in non-Western art of Asia, Africa, Oceania, or the New World, studying artworks from within or across these cultures in their cultural and historical contexts. May be repeated up to 9 credit hours if the topic changes.

### Requisites

Prerequisites:

(ART 2201 and ART 2202 ) or ART 2210

Corequisites:

## Contact Information

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### Laura McCloskey Wolfe

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

Office Hours ONLINE:

MW 3:30pm-4:30pm or by appointment.

I am always available by email; please allow no more than 48 hours for a response.

## Meeting Times

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### Lecture Review and Discussion

Mondays and Wednesdays, 5:30 - 6:50pm

Humanities 203

## Materials

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### Japanese Art

**Author:** Joan Stanley-Baker

**Publisher:** Thames & Hudson

**ISBN:** 978-0500204252

**Availability:** Bookstore; major online retailers

### Japanese Design: Art, Aesthetics, and Culture

**Author:** Patricia Graham

**Publisher:** Tuttle Publishing

**ISBN:** 978-4805312506

**Availability:** Bookstore; major online retailers

# Outcomes

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This course will provide an in-depth journey into the arts of Japan. From the earliest pottery finds in the Jōmon period we will then explore Shinto temples, search for meaning in meditative Zen gardens, uncover the “floating world” of iconic *ukiyo-e* Edo prints, and delve into the complexities of spirituality and identity in the Meiji restoration. Finally, we will venture into the exciting intersecting worlds of literature and the visual arts apparent in *manga* and *anime*!

- This course is classified as Writing Intensive.

By the end of the course, you should be able to:

- Discuss key artistic innovations from ancient to contemporary periods of Japan.
- Explain the linked importance of culture and religion in Japanese art over time.
- Identify iconic Japanese artists and art pieces.
- Understand the importance of Japanese literature and theatre in relationship to the production of art objects.
- Analyze how key events in Japanese history impacted the creation and dissemination of art for a variety of purposes.

# Evaluation

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## Criteria

Type	Weight	Topic	Notes
Quizzes (2)	20%	Unit 1; Unit 2	Worth 10% each.
Final Exam	20%	Cumulative	
Individual Reflections	10%	Related to the content for the weeks listed in the schedule.	Five posts, worth 2% each.
Discussion Posts	10%	Related to the content for the weeks listed in the schedule.	Five posts and replies, worth 2% each.
Introduction Post	5%	Introduce yourself to the class.	Online.
Research Paper	20%	Thesis related to a Japanese art topic of your choice.	Due at the end of the semester. Be sure to pay close attention to your Abstract and feedback.
Research Paper Abstract	15%	Thesis proposal.	Thesis statement, outline of supporting points, preliminary bibliography.
Film/Manga Analysis Essay	10%	Japanese film or literary piece of your choice.	Watch or read a major Japanese film or literary piece and write a summative essay.
Optional Extra Credit Assignment	5%	See assignment details.	

## Breakdown

Grading Scale:

A = 91-100

B = 81-90

C = 71-80

D = 65-70

F = 64 and below

IN = incomplete (You must request an IN no later than two weeks before the end of the semester and be passing the course at the time of your request; deadlines for IN work follow the Registrar's calendar.)

# Assignments

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## Introduction Post

For your introductory post, post a paragraph about yourself in the appropriate forum on our discussion board. You may want to include information such as your year at UWG (freshman, sophomore, etc.), major, future goals, and why you are interested in our course.

## Research Paper and Abstract

For the research paper you will need to develop and execute an original thesis proposal related to any aspect of our course. You may choose to research an art object, stylistic period, monument, religious building, or historical event. Your paper should provide a detailed analysis of your chosen subject and clearly demonstrate how your topic is representative of Japanese art and culture. Further details will be provided in the coming weeks.

Your paper should be 8-10 pages in length, 12 point font, double-spaced. You should include at least five scholarly sources. The abstract will be due roughly mid-way through the semester and provides a chance for detailed feedback on your proposed topic.

## Film/Manga Analysis Essay

For this short essay you will choose a movie, *anime* series, literary work, or *manga* that interests you or has historical significance to Japanese culture. A list of possible options will be provided, but you are welcome to make your own choice outside of the suggestions as long as you run it by me for approval.

Paying close attention to the visual elements in your chosen work:

- Identify at least five aspects that refer to historical themes, artistic periods, or spiritual/religious imagery that we discuss throughout our course.
- How does the past influence the present in terms of cultural values and visual symbols?
- What are the enduring visual elements that define Japanese culture?

The essay should be 3-5 pages, 12-point font, uploaded to our CourseDen page.

## Quizzes

There will be two quizzes: one quiz midway through the class and one before the final exam to make sure you are following the chronology, terms, and themes of the course. Quizzes will consist of ten multiple choice questions and two short answer responses. I often also include a vocabulary matching section or map. Quizzes should be completed in CourseDen and are open note/open book: you have three attempts and I will use the highest attempt in your final grade.

## Final Exam

The exam will be a combination of multiple choice questions, term matching, and essays. You **may not** consult notes, books, classmates, the Internet, etc. Take the exam online in CourseDen. You only have one attempt.

## Discussion Posts

Prompts for discussions will be provided each week listed in the syllabus. The topics in our course build on each other; taking content week-by-week helps you break it into manageable chunks. There is a good deal of complicated vocabulary in the course – engaging with others while practicing the terms is a great way to build fluency. (It also ensures that you're on target for what will be tested on the quizzes and final.) To earn full points you must respond to the prompt AND reply to at least one classmate. We will start this activity in class each week and you must complete the assignment by the end of the week online.

## Individual Reflections

Prompts for individual comments related to the previous or current week's lecture, readings, or course progress will be provided in class each week listed on the syllabus. You must complete all 5 reflections to receive full grade points for this category. Reflections should be at least one paragraph in length (5-7 well-planned, cohesive sentences) and clearly demonstrate to me that you are actively engaging with course lectures, themes, and readings. We will start this activity in class each week and you must complete the assignment by the end of the week online.

## Extra Credit Assignment

You can earn up to five additional points of extra credit by critiquing a museum exhibit or museum website that focuses on any time period in Japanese art history. Suggested museum websites will be provided on our CourseDen page.

This review is due by the last day of class and should be 1-2 pages in length.

What I need in your synopsis:

- What did you do/see and when was it?
- How was it related to images, ideas, or themes we have discussed?
- Briefly summarize the content of the exhibit. You may want to include 2-3 images in your analysis.
- How did the exhibit broaden or improve your understanding of Japanese art?

## Schedule

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When	Topic	Notes
<b>Week 1</b>	Introduction; Early Japan: Jomon, Yayoi, and Kofun Art	<b>Readings:</b> <ol style="list-style-type: none"><li>1. Syllabus; familiarize yourself with our CourseDen page.</li><li>2. Stanley-Baker: Chapter 2, Prehistoric Period</li></ol> <b>Assignments:</b> Introduction Post
<b>Week 2</b>	Buddhist Art in Japan: Asuka and Hakuho Periods	<b>Readings:</b> <ol style="list-style-type: none"><li>1. Stanley-Baker: Chapter 3, Asuka (through pg. 40)</li><li>2. Graham: Katsura</li></ol> <b>Assignments:</b> Individual Reflection 1



When	Topic	Notes
<b>Week 3</b>	Buddhist Art in Japan: Nara Period	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Stanley-Baker: Chapter 3, Nara (pg. 40-58)</li> <li>2. Graham: Religious Values and Japanese Design</li> </ol> <p><b>Assignments:</b></p> <p>Discussion 1</p>
<b>Week 4</b>	Heian Art and Courtly Culture	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Stanley-Baker: Chapter 4, Heian</li> <li>2. Graham: Linkages Between Literary and Visual Arts; Appreciation of Changing Seasons</li> </ol> <p><b>Assignments:</b></p> <p>Individual Reflection 2</p>
<b>Week 5</b>	Feudalism and the Rise of the Samurai: Kamakura Period	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Stanley-Baker: Chapter 5, Kamakura (through pg. 114)</li> <li>2. Graham: Emphasis on Craftsmanship and Technological Innovation</li> </ol> <p><b>Assignments:</b></p> <p>Discussion 2</p>
<b>Week 6</b>	Pure Land Buddhism and the Art of Zen	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Stanley-Baker: Chapter 5, Kamakura and Muromachi (pg. 114-140)</li> <li>2. Graham: Ma; Notan; Rituals Order Daily Life</li> </ol> <p><b>Assignments:</b></p> <p>Individual Reflection 3</p>
<b>Week 7</b>	QUIZ 1	<p>Quiz available on CourseDen from 12am 2/22 to 11:59pm 2/28. Three attempts, open note/book.</p> <p>NO CLASS MEETING THIS WEEK. Use the discussion forum and my office hours if you have any questions about the quiz. A comprehensive study guide is available.</p>
<b>Week 8</b>	Momoyama Arts	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Stanley-Baker: Chapter 6, Azuchi-Momoyama (through pg. 178)</li> </ol> <p><b>Assignments:</b></p> <p><b>PAPER ABSTRACT DUE</b></p>

When	Topic	Notes
<b>Week 9</b>	Tokugawa and Kano Art	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Mason: Peace and Stability in Later Feudal Times (CourseDen)</li> </ol> <p><b>Assignments:</b></p> <p>Individual Reflection 4</p>
<b>SPRING BREAK</b>		<b>NO CLASS MEETINGS THIS WEEK.</b>
<b>Week 10</b>	Edo Painting	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Stanley-Baker: Chapter 6, Edo (pg. 178-193)</li> <li>2. Mason: Realism in Edo Painting (CourseDen)</li> </ol> <p><b>Assignments:</b></p> <p>Discussion 3</p>
<b>Week 11</b>	Zenga and Ukiyo-e	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Mason: Zenga and Ukiyo-e (CourseDen)</li> </ol> <p><b>Assignments:</b></p> <p>Individual Reflection 5</p>
<b>Week 12</b>	QUIZ 2	<p>Quiz available on CourseDen from 12am 4/5 to 11:59pm 4/11. Three attempts, open note/book.</p> <p>NO CLASS MEETING THIS WEEK. Use the discussion forum and my office hours if you have any questions about the quiz. A comprehensive study guide is available.</p>
<b>Week 13</b>	Contemporary Culture: Revival and Reconciliation Meiji, Taisho, and Showa Art	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Mason: After Feudalism (CourseDen)</li> <li>2. Graham: Japanese Design</li> </ol> <p><b>Assignments:</b></p> <p>Discussion 4</p>
<b>Week 14</b>	New Directions: Reflecting on the Globalization of Japan	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Stanley-Baker: Chapter 7, Modern Japan</li> <li>2. Graham: Early Promoters of "Artistic Japan"</li> </ol> <p><b>Assignments:</b></p> <p>Discussion 5</p>
<b>Week 15</b>	Course Conclusions; Paper Editing Workshop	<p><b>Assignments:</b></p> <p><b>Film/Manga Analysis Essay Due</b></p>

When	Topic	Notes
Week 16	Final Exam Review	<p><b>Assignments Due by 11:59pm on Monday, May 3:</b></p> <ul style="list-style-type: none"> <li>• <b>RESEARCH PAPER DUE</b></li> <li>• <b>EXTRA CREDIT DUE</b></li> <li>• <b>Complete the course evaluation.</b></li> </ul> <p>May 3 is the last day of the semester. ALL assignments must be turned in by this date or they will not be awarded credit.</p> <p>A comprehensive final exam review will be posted in CourseDen.</p>
<b>FINAL EXAM</b>	End of Unit 3: Cumulative Final Exam	<p>Open note/book, but you only have one attempt.</p> <p>Complete the exam online any time between 12am on 5/5 through 5pm on 5/11.</p>

## Course Policies and Resources

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### Attendance

- If you have an official accommodation that allows you to attend the course only online, please be sure that you provide me with that documentation. If you are interested in receiving this accommodation, please reach out to the Disability Office.
- All assignments should be submitted online in CourseDen.

### Safety

- No eating in class. You may bring a beverage.
- **DO NOT COME TO CLASS IF YOU ARE ILL.**

### Meeting with Me/Office Hours

- My office hours are very flexible: please let me know if you need to meet on a different day or time.
- **I AM NOT PERMITTED TO EMAIL YOU YOUR GRADES.** This is part of FERPA privacy laws. To keep track of your grade, please check CourseDen. Note that I round at the end of the semester and post your final grade only in BanWeb.

### Late Work

- Discussions and Reflections must be completed in class in the week in which they are listed on the syllabus. You will not earn points if you are absent from class.
- Quizzes can only be completed on the dates assigned. If you will be absent from a quiz please make time to take the quiz online or let me know beforehand so that we can reschedule a time for you to complete the assessment.
- Your Essay, Abstract, and Research Paper must be submitted by the dates listed in the schedule. Late assignments will incur a 10% penalty for each day they are late.
- The final exam will take place according to the University calendar. Extensions will only be granted if you have a legitimate and documentable excuse (doctor note, note from an employer, etc.).

# Institutional Policies

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## Academic Support

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

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

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

## Online Courses

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

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

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### Useful Links

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# ART - 4215 - Art of the African Diaspora

## 2022-2023 Undergraduate New Course Request

### 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](mailto: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](mailto: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 College course?  Yes  No

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

## Course Information

Course Prefix\*

ART

Course Number\* 4215

Course Title\* Art of the African Diaspora

Long Course Title Art of the African Diaspora

Course Type\*

Art

Catalog Course Description\* Advanced lecture-based course on the art of Africa and the African Diaspora, including African, African American, and global artists of African heritage, both historical and contemporary.

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.\* 3



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

**Prerequisites** (ART 2201 and ART 2202) or ART 3210

**Concurrent Prerequisites** N/A

**Corequisites** N/A

**Cross-listing** N/A

**Restrictions** None

**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\***

Undergraduate Standard Letter

## Justification and Assessment

- Rationale\***
- a. This course provides an additional option for students to meet the NASAD non-western art requirement needed for graduation with a BA or BFA in Art.
  - b. Historically strong enrollment every time it has been offered as a topic section of ART 3210 supports its creation as a new course.
  - c. Separating this course from ART 3210 allows for faculty to offer additional topics under the ART 3210 designation.

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

1. identify key concepts and artworks in the art of Africa and the African Diaspora
2. explore the social/cultural contexts of images
3. learn methodologies and critical approaches to art history
4. learn practices and procedures in conducting art historical research
5. understand the special challenges related to the study of non-Western art

### 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** 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.

# Art of the African Diaspora

## ART-4215

Summer 2021 Section 1DW 3 Credits 06/01/2021 to 07/23/2021 Modified 01/14/2022

## Description

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Lecture-based course on selected topics in non-Western art of Asia, Africa, Oceania, or the New World, studying artworks from within or across these cultures in their cultural and historical contexts. May be repeated up to 9 credit hours if the topic changes.

### Requisites

Prerequisites:

(ART 2201 and ART 2202 ) or ART 2210

Corequisites:

## Contact Information

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### Nathan Rees

**Email:** [nrees@westga.edu](mailto:nrees@westga.edu)

**Phone:** 6788394955

**Website:** <https://www.facebook.com/Nathan-K-Rees-100893992073956>

## Meeting Times

---

This is an asynchronous online class. The course is based around weekly units, each of which must be completed prior to beginning the next. Students perform best when they meet weekly milestones and then move onto the next weekly unit according to the course schedule. Additionally, meaningful discussion is only possible when students are progressing through the course schedule at a similar pace. I can provide early access to the next sequential weekly unit under extenuating circumstances; however, I cannot open the entire course from the beginning or provide access to multiple future weekly units.

## Materials

---

There is no textbook for this course. Instead, students have free access to linked readings, videos, and other resources in each of the weekly units on CourseDen under "Content."

## Outcomes

---

- identify key concepts and artworks in the art of Africa and the African Diaspora
- explore the social/cultural contexts of images
- learn methodologies and critical approaches to art history
- learn practices and procedures in conducting art historical research
- understand the special challenges related to the study of non-Western art

# Evaluation

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## Criteria

Type	Weight	Topic	Notes
Discussion Participation	20%		You'll post to our discussion forum on a weekly basis.
Reading Responses	20%		On assigned dates throughout the semester, complete specific readings and associated quizzes on CourseDen.
Intro Lecture Quizzes	10%		For each weekly unit, complete a short quiz on CourseDen to demonstrate mastery of the intro lecture video content.
Reading Journal	25%		Take notes as you engage with each weekly unit's readings, videos, and other resources, and submit your notes as a reading journal.
Annotated Bibliography	25%		Complete a semester project in the form of an annotated bibliography. See "Assignment Resources" on CourseDen for more details.

## Breakdown

Grade	Range	Notes
A	90-100	
B	80-89	
C	70-79	
D	60-69	
F	0-59	

## Assignments

---

See "Assignment Resources" on CourseDen for detailed information and resources to help you complete our semester assignment.

### Art 3210 Course Project

**Objective** During the semester, we will complete a two-part project resulting in an annotated bibliography about a topic related to art of the African diaspora. In the process, we will learn about the critical methodologies of art history and develop research and writing skills in the field.

**Overview** Students will identify a broad topic related to the art of the African diaspora, compile seven relevant scholarly sources, and write a critical summary of each source.

#### Part 1: Preliminary Bibliography Due July 5. Graded on a scale of 1-5. 10% of total project grade.

Submit the following for review and approval as a first step toward completing the project:

- 1) Topic Statement – a paragraph (c. 100-150 words) explaining the topic you have chosen, listing a few general observations about what kinds of scholarship you were able to find on the topic. See "step one" on the next page for a list of topics.
- 2) A list of four scholarly sources related to the topic
- 3) Two completed bibliography entries (from any of the above ten sources) of at least 150 and no more than 300 words each.

#### Part 2: Annotated Bibliography Due July 21. Graded on a scale of 1-15. 90% of total project grade.

The final project consists of:

- 1) Introduction – one to two paragraphs (c. 300-400 words) explaining what the topic is and summarizing your general findings from your research overall.

2) Seven bibliography entries of at least 150 and no more than 300 words each. All entries must be written about scholarly sources. No more than three may be web sources—at least four should be books, eBooks, or journal articles. Please do not cite any popular reading articles or non-scholarly web sources.

## Schedule

---

Each weekly unit is due by the end of the day on the last day of the unit (11:59pm on Sunday) before the next unit starts each Monday. See "Content" on CourseDen.

### **Unit 1: Enslavement and Abolition**

Begins June 1

- Reading Response 1
- Quiz 1
- Reading Journal 1

### **Unit 2: Harlem Renaissance**

Begins June 7

- Reading Response 2
- Quiz 2
- Reading Journal 2

### **Unit 3: Civil Rights Era**

Begins June 14

- Reading Response 3
- Quiz 3
- Reading Journal 3

### **Unit 4: Contemporary African American Art**

Begins June 21

- Reading Response 4
- Quiz 4
- Reading Journal 4
- Assignment Part 1

### **Unit 5: Contemporary African/Diaspora**

Begins June 28

- Reading Response 5
- Quiz 5
- Reading Journal 5

### **Unit 6: African Art - An Introduction**

Begins July 5

- Reading Response 6
- Quiz 6
- Reading Journal 6

### **Unit 7: Historical African Art**

Begins July 12

- Reading Response 7
- Quiz 7
- Reading Journal 7
- Assignment Part 2

# Course Policies and Resources

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## Late work and make-up Policy

Assignments are due as listed on the course schedule. Late assignments will be graded at 50% max for up to two weeks following the due date. All work must be completed by the last day of class.

## Plagiarism

Plagiarism is taking another person's words or ideas and calling them your own. Drawing from someone else's ideas or quoting them as you create your own work is perfectly acceptable – but you need to be very careful to document when you are referring to another person's work with clearly marked quotes and thorough citations. It is always wrong (and always obvious) to cut and paste text from a website directly into your assignment. If you use electronic sources, you must still provide adequate citation to avoid plagiarizing. Assignments, exams, or any other submissions that contain plagiarized material will not be graded.

## Strategies for Success

- This is a fully online class, so you'll need to have good internet access all the time - and you'll definitely want to have access to a computer (not just a phone) for the readings and assignments.

- Even though this class is online, an important part of any educational experience is collaborative learning with your peers in the class. To facilitate that collaboration, we have weekly discussion forums that you'll need to progress through on a weekly basis. We'll be progressing from week to week, so you won't be able to complete everything in one giant spurt at the beginning or end of the semester. If you know you'll be unavailable for a week, let me know and I can get you into the next weekly unit early. Work done after the assigned weekly unit will be graded as late.

- Please check in with me! My number one goal is to help you succeed. Don't hesitate to contact me if you need a little help, aren't clear about a concept, or would like some additional suggestions to help you do well in the course. I'm always happy to make a virtual appointment or chat over the phone - see my contact info above.

## Schedule and Syllabus Disclaimer

While I will attempt to follow the course schedule as closely as possible, I will provide adequate notice if any changes to the schedule are required. Likewise, I reserve the right to modify this syllabus as needed. An up-to-date copy of both documents will always be available on blackboard for download.

# Institutional Policies

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## Academic Support

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

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

## Online Courses

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

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

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

## Honor Code

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

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

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

## UWG Email Policy

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

## Credit Hour Policy

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

## HB 280 (Campus Carry)

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

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

## Mental Health Support

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

## ELL Resources

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

## COVID-19

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

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

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

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

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

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

## Additional Items

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# Non-Western Art - Art of the African Diaspora

## ART-3210

Summer 2021 Section 1DW 3 Credits 06/01/2021 to 07/23/2021 Modified 01/14/2022

## Description

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Lecture-based course on selected topics in non-Western art of Asia, Africa, Oceania, or the New World, studying artworks from within or across these cultures in their cultural and historical contexts. May be repeated up to 9 credit hours if the topic changes.

### Requisites

Prerequisites:

(ART 2201 and ART 2202 ) or ART 2210

Corequisites:

## Contact Information

---

### Nathan Rees

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

Phone: 6788394955

Website: <https://www.facebook.com/Nathan-K-Rees-100893992073956>

## Meeting Times

---

This is an asynchronous online class. The course is based around weekly units, each of which must be completed prior to beginning the next. Students perform best when they meet weekly milestones and then move onto the next weekly unit according to the course schedule. Additionally, meaningful discussion is only possible when students are progressing through the course schedule at a similar pace. I can provide early access to the next sequential weekly unit under extenuating circumstances; however, I cannot open the entire course from the beginning or provide access to multiple future weekly units.

## Materials

---

There is no textbook for this course. Instead, students have free access to linked readings, videos, and other resources in each of the weekly units on CourseDen under "Content."

## Outcomes

---

- identify key concepts and artworks in the art of Africa and the African Diaspora
- explore the social/cultural contexts of images
- learn methodologies and critical approaches to art history
- learn practices and procedures in conducting art historical research
- understand the special challenges related to the study of non-Western art

# Evaluation

---

## Criteria

Type	Weight	Topic	Notes
Discussion Participation	20%		You'll post to our discussion forum on a weekly basis.
Reading Responses	20%		On assigned dates throughout the semester, complete specific readings and associated quizzes on CourseDen.
Intro Lecture Quizzes	10%		For each weekly unit, complete a short quiz on CourseDen to demonstrate mastery of the intro lecture video content.
Reading Journal	25%		Take notes as you engage with each weekly unit's readings, videos, and other resources, and submit your notes as a reading journal.
Annotated Bibliography	25%		Complete a semester project in the form of an annotated bibliography. See "Assignment Resources" on CourseDen for more details.

## Breakdown

Grade	Range	Notes
A	90-100	
B	80-89	
C	70-79	
D	60-69	
F	0-59	

## Assignments

---

See "Assignment Resources" on CourseDen for detailed information and resources to help you complete our semester assignment.

### Art 3210 Course Project

**Objective** During the semester, we will complete a two-part project resulting in an annotated bibliography about a topic related to art of the African diaspora. In the process, we will learn about the critical methodologies of art history and develop research and writing skills in the field.

**Overview** Students will identify a broad topic related to the art of the African diaspora, compile seven relevant scholarly sources, and write a critical summary of each source.

#### Part 1: Preliminary Bibliography Due July 5. Graded on a scale of 1-5. 10% of total project grade.

Submit the following for review and approval as a first step toward completing the project:

- 1) Topic Statement – a paragraph (c. 100-150 words) explaining the topic you have chosen, listing a few general observations about what kinds of scholarship you were able to find on the topic. See "step one" on the next page for a list of topics.
- 2) A list of four scholarly sources related to the topic
- 3) Two completed bibliography entries (from any of the above ten sources) of at least 150 and no more than 300 words each.

#### Part 2: Annotated Bibliography Due July 21. Graded on a scale of 1-15. 90% of total project grade.

The final project consists of:

- 1) Introduction – one to two paragraphs (c. 300-400 words) explaining what the topic is and summarizing your general findings from your research overall.

2) Seven bibliography entries of at least 150 and no more than 300 words each. All entries must be written about scholarly sources. No more than three may be web sources—at least four should be books, eBooks, or journal articles. Please do not cite any popular reading articles or non-scholarly web sources.

## Schedule

---

Each weekly unit is due by the end of the day on the last day of the unit (11:59pm on Sunday) before the next unit starts each Monday. See "Content" on CourseDen.

### **Unit 1: Enslavement and Abolition**

Begins June 1

- Reading Response 1
- Quiz 1
- Reading Journal 1

### **Unit 2: Harlem Renaissance**

Begins June 7

- Reading Response 2
- Quiz 2
- Reading Journal 2

### **Unit 3: Civil Rights Era**

Begins June 14

- Reading Response 3
- Quiz 3
- Reading Journal 3

### **Unit 4: Contemporary African American Art**

Begins June 21

- Reading Response 4
- Quiz 4
- Reading Journal 4
- Assignment Part 1

### **Unit 5: Contemporary African/Diaspora**

Begins June 28

- Reading Response 5
- Quiz 5
- Reading Journal 5

### **Unit 6: African Art - An Introduction**

Begins July 5

- Reading Response 6
- Quiz 6
- Reading Journal 6

### **Unit 7: Historical African Art**

Begins July 12

- Reading Response 7
- Quiz 7
- Reading Journal 7
- Assignment Part 2

# Course Policies and Resources

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## Late work and make-up Policy

Assignments are due as listed on the course schedule. Late assignments will be graded at 50% max for up to two weeks following the due date. All work must be completed by the last day of class.

## Plagiarism

Plagiarism is taking another person's words or ideas and calling them your own. Drawing from someone else's ideas or quoting them as you create your own work is perfectly acceptable – but you need to be very careful to document when you are referring to another person's work with clearly marked quotes and thorough citations. It is always wrong (and always obvious) to cut and paste text from a website directly into your assignment. If you use electronic sources, you must still provide adequate citation to avoid plagiarizing. Assignments, exams, or any other submissions that contain plagiarized material will not be graded.

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## Schedule and Syllabus Disclaimer

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

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

## Online Courses

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

## UWG Email Policy

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

## Credit Hour Policy

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

## HB 280 (Campus Carry)

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

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

## Mental Health Support

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

## ELL Resources

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

## COVID-19

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

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

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

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

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

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

## Additional Items


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# Art, Art Education, B.F.A.

## 2022-2023 Undergraduate Revise Program Request

### 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](mailto: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 [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Department of Art, History, and Philosophy

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 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.



IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

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\* Art, Art Education, B.F.A.

Program ID - DO NOT EDIT\* 18

Program Code - DO NOT EDIT 18

Program Type\*

Degree Type\*

Program Description\* UWG offers two programs in Art Education that lead to teaching certification T-4 (K-12): the B.F.A. in Art Education is designed for undergraduate candidates, while the Post-Baccalaureate Initial Certification in Art is designed for candidates holding an undergraduate degree from an accredited institution. Both programs focus on providing quality education, instruction, and guidance to assist art teaching candidates in professional preparation programs to become highly effective and efficient art teachers. Emphasis is placed on providing an awareness of traditional and contemporary approaches to teaching art and for methods of developing meaningful, cohesive art curricula applicable to children of all ages, aptitudes, and abilities. The programs place emphasis on teaching and learning strategies that are based on interdisciplinary and cross-curricula approaches to education, which integrate art production, art history, art criticism, and aesthetics with other subject fields.

Status\*  Active-Visible  Inactive-Hidden

Program Location\*

## Curriculum Information

## Core Requirement

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

Core Curriculum

### Core Area F: 18 Hours

ART 1006 Design I (2D)  
ART 1007 Drawing I  
ART 1008 Drawing II  
ART 1009 Design II (3D)  
ART 2201 History of Western Art I  
ART 2202 History of Western Art II

### BFA in Art: Art Education

### Fine Arts Core: 15 Hours

ART 3301 Beginning Ceramics  
[After] (and)  
  
ART 3601 Painting I: Watercolor  
[Right] (or)  
  
ART 3602 Painting II  
[After] (and)  
  
ART 3701 Intro to Photography  
ART 3801 Printmaking I: Survey  
ART 3901 Introductory Sculpture

**ART 3011 Elementary Art Methods**  
**ART 3012 Art for Pre-K and Special Populations**  
**ART 4009 Art Curriculum and Classroom Management**  
**ART 4010 Secondary Art Methods**  
**ART 4078 Mid-Program Review**  
**ART 4998 Senior Capstone Experience I**  
**ART 4999 Senior Capstone Experience II**

### **Art History Electives: 6 Hours**

3hrs Non-Western Art and 3hrs 3000 or Above

**ART 3210 Non-Western Art**  
[Before](or)  
**ART 4211 Japanese Art**  
[Before](or)  
**ART 4215 Art of the African Diaspora**

### **Art Electives: 12 Hours**

3000 or Above

### **Professional Education: 24 Hours**

**CEPD 4101 Educational Psychology**  
**EDUC 2110 Investigating Critical and Contemporary Issues in Education**  
**EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts**  
**EDUC 2130 Exploring Learning and Teaching**  
**SPED 3715 The Inclusive Classroom: Differentiating Instruction**  
**ART 4011 Student Teaching in Art Education**  
**ART 4012 Student Teaching in Art Education**  
**ART 4013 Student Teaching in Art Education**

**Total: 132 Hours**

Reserved studio space will be available both during the day and evening in order that students have access to a minimum of three clock hours per credit hour of class per week.

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact [curriculog@westga.edu](mailto: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.

**Rationale\*** In order to align degree requirements with required NASAD accreditation standards, streamline the Art Program's Art History offerings, facilitate student degree progression and retention, and increase enrollment in Art History courses, we recommend the following modifications.

This program modification includes the following specific modifications to our curriculum:

A. The addition of degree requirement for all students to take one 3xxx or 4xxx level Non-Western Art History Course within their upper level Art History Courses.

B. The creation of two stand-alone non-western art history courses: ART 4211: Japanese Art, and ART 4215: Art of the African Diaspora. Pending their approval, these courses will be an option, along with Art 3210 Non-Western, to satisfy the degree's Non-Western Art requirement. These changes are reflected in the attached program maps.

-----  
Note on curriculog error/correction- 3 hours (ART 4208 - Art of the 20th and 21st Centuries 3) were erroneously listed under "Art Education Sequence: 18 Hours" thereby totaling 21 credit hours instead of "Art History Electives" where the total credit hours should be 6. This course has been removed and replaced with the new Non-Western Art requirement as reflected in the program maps.

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

#### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to [rakins@westga.edu](mailto:rakins@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 documentsI 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.

## 2021– 2022 Program Map – BFA Art Education (132)

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101- English Composition I	3	ENGL 1102- English Composition II	3
ART 1006 (or 1009)- Design I (2D)/Design II (3D)	3	ART 1008- Drawing II	3
ART 1007-Drawing I	3	ART 1009 (or 1006)-Design II (3D) or Design I (2D)	3
ART 2201 (or 2202)- History of Western Art: Ancient to Medieval or History of Western Art: Renaissance to Contemporary	3	ART 2201 (or 2202)- History of Western Art: Ancient to Medieval or History of Western Art: Renaissance to Contemporary	3
University Core Area E1 (Option)- World History	3	MATH 1001 or 1111- Quantitative Skills & Reasoning or College Algebra	3
University Core Area C1- Fine Arts	3	University Core Area E2 (option)- American/Georgia History	3
<b>SEMESTER TOTAL</b>	<b>18</b>	<b>SEMESTER TOTAL</b>	<b>18</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>● Complete ENGL 1101</li> <li>● Complete ART 1006, 1007, 2201 (C or better)</li> <li>● Earn 18 or more credit hours</li> </ul>		<ul style="list-style-type: none"> <li>● Complete ENGL 1102</li> <li>● Complete ART 1008, 1009, 2202 (C or better)</li> <li>● Earn 18 or more credit hours</li> </ul>	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Art 3301-Beginning Ceramics	3	Art 3801- Printmaking I: Survey	3
Art 3601 or 3602-Painting I: Watercolor or Painting II	3	Art 3901- Introductory Sculpture	3
Art 3011 or 3012- Elementary Art Methods or Art for Pre-K & Special Populations	3	Art 3011 or 3012- Elementary Art Methods or Art for Pre-K & Special Populations	3
Art 3210, 4211, or 4215 (Non-Western Art, Japanese Art, or Art of the African Diaspora)	3	Art History Elective – 3XXX or 4XXX- Any 3000/4000 level art history class	3
University Core Area B2- Other Institutional Options	2	University Core Area D1 (No Lab)- Non-Science Majors	3
University Core Area D1 (With Lab)- Non-Science Majors	4	University Core Area E3 (POLS 1101)	3
<b>SEMESTER TOTAL</b>	<b>18</b>	<b>SEMESTER TOTAL</b>	<b>18</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>● Student should apply to the BFA in Art (Art Education)</li> <li>● Earn 18 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>● Earn 18 or more credit hours (C or better in Art Classes)</li> </ul>	

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

Core Curriculum (A-E) can be viewed here: <https://www.westga.edu/student-services/registrar/core-curriculum.php>

### Student Online Resources:

- [www.westga.edu/advising](http://www.westga.edu/advising) (Learn about: The name of your assigned advisor, program maps for all programs at UWG, tutorials on how to register and your wolf watch evaluation).
- [www.westga.edu/scoop](http://www.westga.edu/scoop) (Learn about: Fee payment deadlines, withdrawal deadlines, final exam schedules).
- [www.westga.edu/esc](http://www.westga.edu/esc) (Learn about: Requesting a transcript, financial aid information, requesting an enrollment verification, completing a FERPA form).
- [www.westga.edu/careerservices](http://www.westga.edu/careerservices) (Learn about: On/Off campus job opportunities, major and career exploration, resumes & cover letters, interviewing tips).
- [www.westga.edu/cas](http://www.westga.edu/cas) (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART 3701- Intro to Photography	3	Art 4009 or 4010- Art Curriculum & Classroom Management or Secondary Art Methods	3
Art 4009 or 4010- Art Curriculum & Classroom Management or Secondary Art Methods	3	ART Studio Elective 3XXX or 4XXX- Art 3000/4000 level art studio class	3
ART Studio Elective 3XXX or 4XXX- Art 3000/4000 level art studio class	3	Art 4998- Senior Capstone Experience I	1
EDUC 2110 or 2120 or 2130- Inv Crit and Contem Issues-Edu or Exp Sociocult. Persp on Div Ed or Expl Learning and Teaching	3	CEPD 4101 -Educational Psychology	3
SPEd 3715- The Inclusive Classroom: Differentiating Instruction	3	EDUC 2120 or 2110 or 2130- Investigating Critical and Contemporary Issues in Education or Exploring Sociocultural Perspectives on Diversity Educational Contexts or Exploring Learning and Teaching	3
University Core Area D2 (Elective)- Mathematics, Science, and Quantitative Technology Courses	3	University Core Area B1 (Art 2000 recommended)- Written and Oral Communication	3
Art 4078- Mid-Program Review	0		
<b>SEMESTER TOTAL</b>	<b>18</b>	<b>SEMESTER TOTAL</b>	<b>16</b>
<b>Milestones</b>		<b>Milestones</b>	
<ul style="list-style-type: none"> <li>Complete Mid Program Review, BFA in Art (Art Education)</li> <li>Earn 18 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>Earn 16 or more credit hours (C or better in Art Classes)</li> <li>Complete Capstone I</li> </ul>	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3	Art 4011- Student Teaching in Art Education	3
ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3	Art 4012- Student Teach in Art Education	3
Art 4999- Senior Capstone Experience II	2	Art 4013- Student Teach in Art Education	3
EDUC 2120 or 2110 or 2130- Investigating Critical and Contemporary Issues in Education or Exploring Sociocultural Perspectives on Diversity Educational Contexts or Exploring Learning and Teaching	3		
University Core Area E4 (Elective)- Social Science Elective Courses	3		
University Core Area C2- Humanities	3		
<b>SEMESTER TOTAL</b>	<b>17</b>	<b>SEMESTER TOTAL</b>	<b>9</b>
<b>Milestones</b>		<b>Milestones</b>	
<ul style="list-style-type: none"> <li>Complete Capstone II</li> <li>Apply for Graduation</li> <li>Earn 17 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>Complete Student teaching Internship</li> <li>Earn 9 or more credit hours (C or better in Art Classes)</li> <li>Complete 132 credit hours (Graduate)</li> </ul>	



# Art, B.A.

## 2022-2023 Undergraduate 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

Desired Effective Semester \*

Desired Effective Year \*

### Routing Information

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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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School/ Department\*

Department of Art, History, and Philosophy

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 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.

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

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\* Art, B.A.

Program ID - DO NOT EDIT\* 18

Program Code - DO NOT EDIT 18

Program Type\*

Degree Type\*

Program Description\* BA in Art:  
The BA in Art degree provides students with opportunities to explore areas within the visual arts without necessarily specializing in any one discipline. As a liberal arts degree, this option is appropriate for students who wish to explore creative processes, develop and hone both creative and critical thinking skillsets, while developing abilities applicable to any number of employment opportunities. The degree is usually identified as appropriate for students who wish to pursue a professional career or graduate studies that may or may not be within the Arts. UWG Art offers three BA in Art options: BA in Art (Art History), BA in Art (Pre-Medical Illustration), which includes a minor in Biology, and a BA in Art (Studio Art).

Studio Emphasis:  
Focuses on various arts' studio disciplines and practices and is appropriate for individuals who wish to enhance their creative and artistic abilities. Students can individualize their own approach; by exposure to all artistic media, focusing on two or more mediums or by taking a 2D or 3D approach, or even working in a multi-disciplinary nature. This degree encourages broad-based, open-ended inquiry into the arts and is customizable to the interests of individual students.

Status\*  Active-Visible  Inactive-Hidden

Program Location\*

## Curriculum Information

## Core Requirement

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

Core Curriculum

### Core Area F: 18 Hours

ART 1006 Design I (2D)  
ART 1007 Drawing I  
ART 1008 Drawing II  
ART 1009 Design II (3D)  
ART 2201 History of Western Art I  
ART 2202 History of Western Art II

### Foreign Language: 6 Hours

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

### Art History Option

### Major Courses for Art History Option: 15 Hours

**ART 3210 Non-Western Art**

**[Right] (or)**

**ART 4211 Japanese Art**

**[Right] (or)**

**ART 4215 Art of the African Diaspora**

**[Before](and)**

**ART 3220 Art of the Ancient World**

**[Right] (or)**

**ART 3230 Medieval Art of Christian Europe and  
the Near East**

**[After] (and)**

**ART 3240 Italian Renaissance or Baroque Art**

**[Right] (or)**

**ART 3250 18th or 19th Century Art**

**[Right] (or)**

**ART 3260 American Art**

**[Right] (or)**

**ART 3270 Pre-World War II Modernism**

**[Right] (or)**

**ART 3275 Art Since 1945**

**[Right] (or)**

**ART 4290 Modernist Criticism**

**[After] (and)**

**ART 3280 Museum Seminar**

**ART 4078 Mid-Program Review**

**ART 4298 Senior Capstone in Art History I**

**ART 4299 Senior Capstone in Art History II**

## **Art History Electives: 12 Hours**

**3000 or Above**

## **Studio Art Electives: 9-12 Hours**

**3000 or Above**

**9-12 credit hours based on requirement for Minor**

## **Minor and Electives: 15-18 Hours**

15-18 credit hours based on requirement for Minor, at least 9 hours, 3000 and above

## **Studio Option**

### **Major Courses for Studio Option: 15 Hours**

**ART 3301 Beginning Ceramics**  
[After] (and)

**ART 3601 Painting I: Watercolor**  
[After] (or)

**ART 3602 Painting II**  
[After] (and)

**ART 3801 Printmaking I: Survey**  
**ART 3901 Introductory Sculpture**  
**ART 4078 Mid-Program Review**  
**ART 4998 Senior Capstone Experience I**  
**ART 4999 Senior Capstone Experience II**

### **Art History Electives: 6 Hours**

3000 or Above

[Before] **Must Include**

**ART 3210 Non-Western Art**

[Before](or)

**ART 4211 Japanese Art**

[Before](or)

**ART 4215 Art of the African Diaspora**

### **Studio Art Electives: 15-18 Hours**

3000 or Above

62/584

**15-18 credit hours based on requirement for Minor**

**Minor and Electives: 18 Hours**

**15-18 credit hour based on requirement for Minor**

**Total: 120 Hours**

**Reserved studio space will be available both during the day and evening in order that students have access to a minimum of three clock hours per credit hour of class per week.**

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.


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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\*** In order to align degree requirements with required NASAD accreditation standards, streamline the Art Program's Art History offerings, facilitate student degree progression and retention, and increase enrollment in Art History courses, we recommend the following modifications.

This program modification includes the following specific modifications to our curriculum:

A. The addition of degree requirement for all students to take one 3xxx or 4xxx level Non-Western Art History Course within their upper level Art History Courses.

B. The creation of two stand-alone non-western art history courses: ART 4211: Japanese Art, and ART 4215: Art of the African Diaspora. Pending their approval, these courses will be an option, along with Art 3210 Non-Western, to satisfy the degree's Non-Western Art requirement. These changes are reflected in the attached program maps.

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

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to [rakins@westga.edu](mailto:rakins@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 documentsI 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.

## 2021-2022 Program Map – BA in Art (Studio Art) 120

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101- English Composition I	3	ENGL 1102- English Composition II	3
ART 1006 (or 1009)- Design I (2D)/Design II (3D)	3	ART 1008- Drawing II	3
ART 1007-Drawing I	3	ART 1009 (or 1006)-Design II (3D) or Design I (2D)	3
University Core Area B2- Other Institutional Options	2	University Core Area C2 ( <i>FORL 1002</i> or 2001 or Test out of 1002 or 2001)- Humanities	3
University Core Area E1 (Option)- World History	3	MATH 1001 or 1111- Quantitative Skills & Reasoning or College Algebra	3
<b>SEMESTER TOTAL</b>	<b>14</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>● Complete ENGL 1101</li> <li>● Complete ART 1006, 1007, 2201 (C or better)</li> <li>● Earn 15 or more credit hours</li> </ul>		<ul style="list-style-type: none"> <li>● Complete ENGL 1102</li> <li>● Complete ART 1008, 1009, 2202 (C or better)</li> <li>● Earn 15 or more credit hours</li> </ul>	

YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Art 3301-Beginning Ceramics	3	Art 3801- Printmaking I: Survey	3
Art 3601 or 3602- Painting I: or Painting II	3	Art 3901- Introductory Sculpture	3
University Core Area B1 ( <i>FORL 1001</i> or 1002 or test out of 1001 or 1002)- Written and Oral Communication	3	University Core Area D2 (Elective)- Mathematics, Science, and Quantitative Technology Courses	3
University Core Area D1 (With Lab)- Non-Science Majors	4	ART 2201 (or 2202)- History of Western Art: Ancient to Medieval or History of Western Art: Renaissance to Contemporary	3
ART 2201 (or 2202)- History of Western Art: Ancient to Medieval or History of Western Art: Renaissance to Contemporary	3	Minor course	3
<b>SEMESTER TOTAL</b>	<b>16</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>● Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>● Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>	

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

Core Curriculum (A-E) can be viewed here: <https://www.westga.edu/student-services/registrar/core-curriculum.php>

### Student Online Resources:

- [www.westga.edu/advising](http://www.westga.edu/advising) (Learn about: The name of your assigned advisor, program maps for all programs at UWG, tutorials on how to register and your wolf watch evaluation).
- [www.westga.edu/scoop](http://www.westga.edu/scoop) (Learn about: Fee payment deadlines, withdrawal deadlines, final exam schedules).
- [www.westga.edu/esc](http://www.westga.edu/esc) (Learn about: Requesting a transcript, financial aid information, requesting an enrollment verification, completing a FERPA form).
- [www.westga.edu/careerservices](http://www.westga.edu/careerservices) (Learn about: On/Off campus job opportunities, major and career exploration, resumes & cover letters, interviewing tips).
- [www.westga.edu/cas](http://www.westga.edu/cas) (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART Studio Elective 3XXX or 4XXX- any 3000/4000 level Art Class	3	ART Studio Elective 3XXX or 4XXX-any 3000/4000 level Art Class	3
Art 3210, 4211, or 4215 (Non-Western Art, Japanese Art, or Art of the African Diaspora)	3	FORL 2002 (or test out)- Foreign Lang/Lit	3
Art 4078- Mid-Program Review	0	Art History Elective – 3XXX or 4XXX	3
FORL 2001 or (Test out) - Foreign Lang/Lit	3	University Core Area E2 (option)-American/Georgia History	3
University Core Area C1- Fine Arts	3	Minor course	3
University Core Area D1 (No Lab)- Non-Science Majors	3		
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Complete Mid Program Review for BA in Art (Studio art)</li> <li>Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART Studio Elective 4XXX- any 4000 level Art course	3	ART Studio Elective 4XXX-any 4000 level Art course	3
Art 4998-Senior Capstone Experience I	1	ART Studio Elective 3XXX or 4XXX- any 3000/4000 level Art Class	3
University Core Area E3 (POLS 1101)	3	Art 4999- Senior Capstone Exp II	2
University Core Area E4 (Elective)- Social Science Elective Courses	3	Art Studio Elective or Minor course	3
Minor course	3	Minor course	3
Minor course	3		
<b>SEMESTER TOTAL</b>	<b>16</b>	<b>SEMESTER TOTAL</b>	<b>14</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Complete Capstone II</li> <li>Apply for Graduation</li> <li>Earn 16 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>Complete Capstone II</li> <li>Earn 14 or more credit hours (C or better in Art Classes)</li> <li>Complete 120 credit hours (Graduate)</li> </ul>	

## 2022-2023 Program Map – BA in Art (Art History) 120

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101- English Composition I	3	ENGL 1102- English Composition II	3
ART 1006 (or 1009)- Design I (2D)/Design II (3D)	3	ART 1008- Drawing II	3
ART 1007-Drawing I	3	ART 1009 (or 1006)-Design II (3D) or Design I (2D)	3
ART 2201 (or 2202)- History of Western Art: Ancient to Medieval or History of Western Art: Renaissance to Contemporary	3	ART 2202 (or 2201)- History of Western Art: Ancient to Medieval or History of Western Art: Renaissance to Contemporary	3
University Core Area E1 (Option)- World History	3	MATH 1001 or 1111- Quantitative Skills & Reasoning or College Algebra	3
Semester total	15	Semester total	15
Milestones		Milestones	
<ul style="list-style-type: none"> <li>● Complete ENGL 1101</li> <li>● Complete ART 1006, 1007, 2201 (C or better)</li> <li>● Earn 15 or more credit hours</li> </ul>		<ul style="list-style-type: none"> <li>● Complete ENGL 1102</li> <li>● Complete ART 1008, 1009, 2202 (C or better)</li> <li>● Earn 15 or more credit hours</li> </ul>	

YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Art 3210, 4211, or 4215 (Non-Western Art, Japanese Art, or Art of the African Diaspora)	3	ART 3220 or 3280- Art of the Ancient World or Museum Seminar	3
ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3	ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3
University Core Area B1 (FORL 1001 or 1002 or test out of 1001 or 1002)- Written and Oral Communication	3	University Core Area C2 (FORL 1002) or 2001 or Test out of 1002 or 2001)- Humanities	3
University Core Area D1 (With Lab)- Non-Science Majors	4	University Core Area E2 (option)- American/Georgia History	3
University Core Area B2- Other Institutional Options	2	Minor course	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> <li>● Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>● Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>	

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- [www.westga.edu/scoop](http://www.westga.edu/scoop) (Learn about: Fee payment deadlines, withdrawal deadlines, final exam schedules).
- [www.westga.edu/esc](http://www.westga.edu/esc) (Learn about: Requesting a transcript, financial aid information, requesting an enrollment verification, completing a FERPA form).
- [www.westga.edu/careerservices](http://www.westga.edu/careerservices) (Learn about: On/Off campus job opportunities, major and career exploration, resumes & cover letters, interviewing tips).
- [www.westga.edu/cas](http://www.westga.edu/cas) (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Art 3280 or 3220- Museum Seminar or Art of the Ancient World	3	Art 3240 or 3250 or 3260 or 3270 or 3275 or 4290 (Italian Renaissance or Baroque Art, 18th/19th Century Art, American Art, Pre-World War II Modernism, Art Since 1945 or Modernist Criticism)	3
ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3	Art History Elective – 3xxx or 4xxx- any 3000/4000 level art history course	3
University Core Area C1- Fine Arts	3	University Core Area E4 (Elective)- Social Science Elective Courses	3
University Core Area D1 (No Lab)- Non-Science Majors	3	Minor course	3
Minor course	3	FORL 2001 or (Test out)- Foreign Lang/Lit	3
Art 4078-Mid-Program Review	0		
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Complete Mid Program Review, BA in Art (Art History)</li> <li>Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Art History Elective – 3xxx or 4xxx- any 3000/4000 level art history course	3	Art History Elective – 3xxx or 4xxx- any 3000/4000 level art history course	3
Art History Elective – 3xxx or 4xxx- any 3000/4000 level art history course	3	Art 4299- Senior Capstone in Art History II	2
Art 4298- Senior Capstone in Art History I	1	University Core Area D2	3
*FORL 2002 (or test out, Area F)- Foreign Lang/Lit	3	Minor course	3
University Core Area E3 POLS 1101 - American Government	3	Art Studio Elective or Minor course	3
Minor course	3		
<b>SEMESTER TOTAL</b>	<b>16</b>	<b>SEMESTER TOTAL</b>	<b>14</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Complete Art History Capstone I</li> <li>Apply for Graduation</li> <li>Earn 16 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>Complete Art History Capstone II</li> <li>Earn 14 or more credit hours (C or better in Art Classes)</li> <li>Complete 120 credit hours (Graduate)</li> </ul>	


\* Students may complete FREN/GERM/SPAN 2002 OR FORL 2100, 2200, or 2300 to meet the Area F requirement.

# Art, B.F.A.

## 2022-2023 Undergraduate Revise Program Request

### 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](mailto: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 [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Department of Art, History, and Philosophy

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 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.



IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

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\* Art, B.F.A.

Program ID - DO NOT EDIT\* 18

Program Code - DO NOT EDIT 18

Program Type\*

Degree Type\*

Program Description\* The BFA within a specific concentration is appropriate for students who have a strong desire to focus on a single area or medium within the visual arts and who are specifically focused on coursework, providing in-depth exploration within said specific discipline. All tracks are designed to provide students with increased opportunities for complexity and knowledge within their field as they progress. The degree is usually identified as appropriate for students who wish to pursue a professional career or graduate studies in the Arts. UWG Art offers a Bachelor of Fine Arts (BFA) in Art with concentrations in the following: Ceramics, Graphic Design, Painting, Printmaking, Photography, Sculpture and Art Education.

Status\*  Active-Visible  Inactive-Hidden

Program Location\*

## Curriculum Information

## Core Requirement

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

Core Curriculum

### Core Area F: 18 Hours

ART 1006 Design I (2D)  
ART 1007 Drawing I  
ART 1008 Drawing II  
ART 1009 Design II (3D)  
ART 2201 History of Western Art I  
ART 2202 History of Western Art II

### Fine Arts Studio Core: 15 Hours

ART 3301 Beginning Ceramics  
[After] (and)

ART 3601 Painting I: Watercolor  
[Right] (or)

ART 3602 Painting II  
[After] (and)

ART 3701 Intro to Photography  
ART 3801 Printmaking I: Survey  
ART 3901 Introductory Sculpture

### B.F.A. in Art Concentrations

## **Ceramics Sequence: 24 Hours**

**ART 3302 Intermediate Ceramics: Molds, Multiples, and Mechanical Means**  
**ART 4302 Intermediate Ceramics: 20th Century Studio**  
**ART 4303 Intermediate Ceramics: Surface, Image and Text**  
**ART 4304 Advanced Ceramics**  
**ART 4078 Mid-Program Review**  
**ART 4998 Senior Capstone Experience I**  
**ART 4999 Senior Capstone Experience II**

## **Graphic Design Sequence: 24 Hours**

**ART 3401 Graphic Design I**  
**ART 3402 Graphic Design II: Typography II**  
**ART 4403 Graphic Design III: Type and Image**  
**ART 4404 Graphic Design IV**  
**ART 4405 Graphic Design V**  
**ART 4406 Graphic Design VI: Professional Portfolio**  
**ART 4586 Internship**  
**ART 4078 Mid-Program Review**  
**ART 4998 Senior Capstone Experience I**  
**ART 4999 Senior Capstone Experience II**

## **Painting Sequence: 24 Hours**

**ART 3602 Painting II**  
**ART 4603 Painting III**  
**ART 4604 Acrylic & Experimental Process**  
**ART 4605 Advanced Painting**  
**ART 4078 Mid-Program Review**  
**ART 4998 Senior Capstone Experience I**  
**ART 4999 Senior Capstone Experience II**

## **Photography Sequence: 24 Hours**

**ART 3700 Survey of Photography**  
**ART 3701 Intro to Photography**  
**[Before]**

**Select three courses from the following for a total of 9 Credit Hours**

**ART 3702 Darkroom Photography**  
**ART 3703 Digital Imaging**  
**ART 3704 Introduction to Time-Based Art  
(Video I)**  
**ART 3705 Artificial Lighting**  
**[Before]**

**Select one course from the following for a total  
of 3 Credit Hours**

**ART 4702 From Still to Moving Images**  
**ART 4704 Documentary Photography**  
**ART 4708 Exp Prac in Lens-Based Media**  
**[Before]**

**(and)**

**ART 4706 Advanced Photography Studio**  
**ART 4078 Mid-Program Review**  
**ART 4998 Senior Capstone Experience I**  
**ART 4999 Senior Capstone Experience II**

## **Printmaking Sequence: 24 Hours**

**ART 3802 Relief Printmaking**  
**ART 4803 Intaglio**  
**ART 4804 Lithography**  
**ART 4805 Advanced Printmaking**  
**ART 4821 Printmaking IV: Screenprinting**  
**ART 4822 The Art of Letterpress Printing and  
the Book**  
**ART 4078 Mid-Program Review**  
**ART 4998 Senior Capstone Experience I**  
**ART 4999 Senior Capstone Experience II**

## **Sculpture Sequence: 24 Hours**

**ART 3902 Sculpture II**  
**ART 3903 Sculpture III**  
**ART 4903 Sculpture IV**  
**ART 4904 Advanced Sculpture**  
**ART 4078 Mid-Program Review**  
**ART 4998 Senior Capstone Experience I**  
**ART 4999 Senior Capstone Experience II**

## **Art History Electives: 6 Hours**

**3000 or Above**

**[Before] Must Include**

**ART 3210 Non-Western Art**

**[After] (or)**

**ART 4211 Japanese Art**

**[After] (or)**

**ART 4215 Art of the African Diaspora**

### **Art Electives: 12 Hours**

**3000 or Above**

### **Concentration Electives: 9 Hours**

**3000 or Above**

### **Total: 126 Hours**

**Reserved studio space will be available both during the day and evening in order that students have access to a minimum of three clock hours per credit hour of class per week.**

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto: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


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**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\*** In order to align degree requirements with required NASAD accreditation standards, streamline the Art Program's Art History offerings, facilitate student degree progression and retention, and increase enrollment in Art History courses, we recommend the following modifications.

This program modification includes the following specific modifications to our curriculum:

A. The addition of degree requirement for all students to take one 3xxx or 4xxx level Non-Western Art History Course within their upper level Art History Courses.

B. The creation of two stand-alone non-western art history courses: ART 4211: Japanese Art, and ART 4215: Art of the African Diaspora. Pending their approval, these courses will be an option, along with Art 3210 Non-Western, to satisfy the degree's Non-Western Art requirement. These changes are reflected in the attached program maps.

-----  
Note on curriculog error/correction - ART - 4408 - Mat & Methods in Graph Design was erroneously listed under "Photography Sequence: 24 Hours">"Select one course from the following for a total of 3 Credit Hours" instead of ART - 4708 - Exp Prac in Lens-Based Media. ART 4408 was removed and replaced with ART 4708.

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

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to [rakins@westga.edu](mailto:rakins@westga.edu).

- Check all that apply to this program\***
- This change affects 25-49% of the program's curriculum content.
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  - 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 documentsI 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.



## 2021-2022 Program Map – BFA in Art (Ceramics) 126

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101- English Composition I	3	ENGL 1102- English Composition II	3
ART 1006 (or 1009)- Design I (2D)/Design II (3D)	3	ART 1008- Drawing II	3
ART 1007-Drawing I	3	ART 1009 (or 1006)-Design II (3D) or Design I (2D)	3
University Core Area B2- Other Institutional Options	2	University Core Area C2- Humanities	3
University Core Area E1 (Option)- World History	3	MATH 1001 or 1111- Quantitative Skills & Reasoning or College Algebra	3
University Core Area C1- Fine Arts	3	University Core Area E2 (option)- American/Georgia History	3
<b>SEMESTER TOTAL</b>	<b>17</b>	<b>SEMESTER TOTAL</b>	<b>18</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>● Complete ENGL 1101</li> <li>● Complete ART 1006, 1007, 2201 (C or better)</li> <li>● Earn 18 or more credit hours</li> </ul>		<ul style="list-style-type: none"> <li>● Complete ENGL 1102</li> <li>● Complete ART 1008, 1009, 2202 (C or better)</li> <li>● Earn 18 or more credit hours</li> </ul>	

YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Art 3301-Beginning Ceramics	3	Art 3801- Printmaking I: Survey	3
Art 3601 or 3602-Painting I: Watercolor or Painting II	3	Art 3901- Introductory Sculpture	3
University Core Area E4 (Elective)- Social Science Elective Courses	3	ART 3302 or 4302 or 4303- Intermediate Ceramics: Molds, Multiples, and Mechanical Means or Intermediate Ceramics: 20th Century Studio, or Intermediate Ceramics: Surface, Image and Text	3
ART 2201 (or 2202)- History of Western Art I or History of Western Art II	3	ART 2202 (or 2201)- History of Western Art I or History of Western Art II	3
University Core Area D1 (With Lab)- Non-Science Majors	4	University Core Area D1 (No Lab)- Non-Science Majors	3
<b>SEMESTER TOTAL</b>	<b>16</b>	<b>SEMESTER TOTAL</b>	<b>18</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>● Student should apply to the BFA in Art (Ceramics)</li> <li>● Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>● Earn 18 or more credit hours (C or better in Art Classes)</li> </ul>	

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YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART 3302 or 4302 or 4303- Intermediate Ceramics: Molds, Multiples, and Mechanical Means or Intermediate Ceramics: 20th Century Studio, or Intermediate Ceramics: Surface, Image and Text	3	ART 3302 or 4302 or 4303- Intermediate Ceramics: Molds, Multiples, and Mechanical Means or Intermediate Ceramics: 20th Century Studio, or Intermediate Ceramics: Surface, Image and Text	3
ART 3701- Intro to Photography	3	ART 4304 - Advanced Ceramics (1)	3
ART Studio Elective 3XXX or 4XXX- Art 3000/4000 level art studio class	3	Ceramics Elective 3XXX or 4XXX	3
Art 3210, 4211, or 4215 (Non-Western Art, Japanese Art, or Art of the African Diaspora)	3	ART Studio Elective 3XXX or 4XXX- Art 3000/4000 level art studio class	3
Art 4078- Mid-Program Review	0	Art History Elective – 3XXX or 4XXX- Art 3000/4000 level art history class	3
University Core Area B1 (Art 2000 recommended)	3		
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Complete Mid Program Review, BFA in Art (Ceramics)</li> <li>Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART 4304- Advanced Ceramics (2)	3	ART 4304- Advanced Ceramics (3)	3
Ceramics Elective 3XXX or 4XXX- any 3000/4000 level ceramics class	3	ART 4304 - Advanced Ceramics (4)	3
ART Studio Elective 3XXX or 4XXX- Art 3000/4000 level art studio class	3	Ceramics Elective 3XXX or 4XXX- any 3000/4000 level ceramics class	3
Art 4998- Senior Capstone Experience I	1	ART Studio Elective 3XXX or 4XXX- Art 3000/4000 level art studio class	3
University Core Area D2 (Elective)- Mathematics, Science, and Quantitative Technology Courses	3	Art 4999- Senior Capstone Experience II	2
<b>SEMESTER TOTAL</b>	<b>13</b>	<b>SEMESTER TOTAL</b>	<b>14</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Complete Capstone I</li> <li>Apply for Graduation</li> <li>Earn 13 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>Complete Capstone II</li> <li>Earn 14 or more credit hours (C or better in Art Classes)</li> <li>Complete 126 credit hours (Graduate)</li> </ul>	

## 2021-2022 Program Map – BFA in Art (Graphic Design) 126

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101- English Composition I	3	ENGL 1102- English Composition II	3
ART 1006 (or 1009)- Design I (2D)/Design II (3D)	3	ART 1008- Drawing II	3
ART 1007-Drawing I	3	ART 1009 (or 1006)-Design II (3D) or Design I (2D)	3
University Core Area B2- Other Institutional Options	2	University Core Area C2- Humanities	3
University Core Area E1 (Option)- World History	3	MATH 1001 or 1111- Quantitative Skills & Reasoning or College Algebra	3
University Core Area C1- Fine Arts	3	University Core Area E2 (option)- American/Georgia History	3
<b>SEMESTER TOTAL</b>	<b>17</b>	<b>SEMESTER TOTAL</b>	<b>18</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>● Complete ENGL 1101</li> <li>● Complete ART 1006, 1007, 2201 (C or better)</li> <li>● Earn 18 or more credit hours</li> </ul>		<ul style="list-style-type: none"> <li>● Complete ENGL 1102 C</li> <li>● Complete ART 1008, 1009, 2202 (C or better)</li> <li>● Earn 18 or more credit hours</li> </ul>	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Art 3301-Beginning Ceramics	3	Art 3801- Printmaking I: Survey	3
Art 3601 or 3602-Painting I: Watercolor or Painting II	3	Art 3901- Introductory Sculpture	3
Art 3401- Graphic Design I	3	ART 3402- Graphic Design II	3
ART 2201 (or 2202)- History of Western Art I or History of Western Art II	3	ART 2202 (or 2201)- History of Western Art I or History of Western Art II	3
University Core Area D1 (With Lab)- Non-Science Majors	4	University Core Area D1 (No Lab)Non-Science Majors	3
<b>SEMESTER TOTAL</b>	<b>16</b>	<b>SEMESTER TOTAL</b>	<b>18</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>● Student should apply to the BFA in Art (Graphic Design)</li> <li>● Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>● Earn 18 or more credit hours (C or better in Art Classes)</li> </ul>	

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- [www.westga.edu/esc](http://www.westga.edu/esc) (Learn about: Requesting a transcript, financial aid information, requesting an enrollment verification, completing a FERPA form).
- [www.westga.edu/careerservices](http://www.westga.edu/careerservices) (Learn about: On/Off campus job opportunities, major and career exploration, resumes & cover letters, interviewing tips).
- [www.westga.edu/cas](http://www.westga.edu/cas) (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART 4403 - Graphic Design III	3	ART 4404 - Graphic Design IV	3
Art History Elective – 3XXX or 4XXX- Any 3000/4000 level art history class	3	ART 4586- Internship	3
ART 3701- Intro to Photography	3	Graphic Design Elective 3XXX or 4XXX- any 3000/4000 level graphic design class	3
ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3	ART Studio Elective 3XXX or 4XXX- any 3000/4000 level art studio class	3
Art 4078- Mid-Program Review	0	University Core Area E4 (Elective)- Social Science Elective Courses	3
University Core Area B1 (Art 2000 recommended)	3		
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Complete Mid Program Review, BFA in Art (Graphic Design)</li> <li>Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART 4405 - Graphic Design V	3	ART 4406 - Graphic Design VI: Professional Portfolio	3
Graphic Design Elective 3XXX or 4XXX- Any 3000/4000 level graphic design class	3	Art 3210, 4211, or 4215 (Non-Western Art, Japanese Art, or Art of the African Diaspora)	3
ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3	Graphic Design Elective 3XXX or 4XXX- Any 3000/4000 level graphic design class	3
Art 4998- Senior Capstone Experience I	1	ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3
University Core Area D2 (Elective)- Mathematics, Science, and Quantitative Technology Courses	3	Art 4999- Senior Capstone Experience II	2
<b>SEMESTER TOTAL</b>	<b>13</b>	<b>SEMESTER TOTAL</b>	<b>14</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Complete Capstone I</li> <li>Apply for Graduation</li> <li>Earn 13 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>Complete Capstone II</li> <li>Earn 14 or more credit hours (C or better in Art Classes)</li> <li>Complete 126 credit hours (Graduate)</li> </ul>	

## 2021-2022 Program Map – BFA in Art (Painting) 126

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101- English Composition I	3	ENGL 1102- English Composition II	3
ART 1006 (or 1009)- Design I (2D)/Design II (3D)	3	ART 1008- Drawing II	3
ART 1007-Drawing I	3	ART 1009 (or 1006)-Design II (3D) or Design I (2D)	3
University Core Area B2- Other Institutional Options	2	University Core Area C2- Humanities	3
University Core Area E1 (Option)- World History	3	MATH 1001 or 1111- Quantitative Skills & Reasoning or College Algebra	3
University Core Area C1- Fine Arts	3	University Core Area E2 (option)- American/Georgia History	3
<b>SEMESTER TOTAL</b>	<b>17</b>	<b>SEMESTER TOTAL</b>	<b>18</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>● Complete ENGL 1101</li> <li>● Complete ART 1006, 1007, 2201 (C or better)</li> <li>● Earn 18 or more credit hours</li> </ul>		<ul style="list-style-type: none"> <li>● Complete ENGL 1102</li> <li>● Complete ART 1008, 1009, 2202 (C or better)</li> <li>● Earn 18 or more credit hours</li> </ul>	

YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Art 3301-Beginning Ceramics	3	Art 3801- Printmaking I: Survey	3
Art 3601 or 3602-Painting I: Watercolor or Painting II	3	Art 3901- Introductory Sculpture	3
University Core Area E4 (Elective)- Social Science Elective Courses	3	Art 3601 or 3602-Painting I: Watercolor or Painting II	3
ART 2201 (or 2202)- History of Western Art I or History of Western Art II	3	ART 2202 (or 2201)- History of Western Art I or History of Western Art II	3
University Core Area D1 (With Lab)- Non-Science Majors	4	University Core Area D1 (No Lab)- Non-Science Majors	3
<b>SEMESTER TOTAL</b>	<b>16</b>	<b>SEMESTER TOTAL</b>	<b>18</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>● Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>● Student should apply to the BFA in Art (Painting)</li> <li>● Earn 18 or more credit hours (C or better in Art Classes)</li> </ul>	

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- [www.westga.edu/careerservices](http://www.westga.edu/careerservices) (Learn about: On/Off campus job opportunities, major and career exploration, resumes & cover letters, interviewing tips).
- [www.westga.edu/cas](http://www.westga.edu/cas) (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART 4603 or 4604 - Painting III or Acrylic & Experimental Process	3	ART 4604 or 4603- Painting III or Experimental Process	3
ART 3701- Intro to Photography	3	ART 4605- Advanced Painting (1)	3
ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3	Painting Elective 3XXX or 4XXX- Any 3000/4000 level painting class	3
Art History Elective – 3XXX or 4XXX- Any 3000/4000 level art history class	3	ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3
Art 4078- Mid-Program Review	0	Art 3210, 4211, or 4215 (Non-Western Art, Japanese Art, or Art of the African Diaspora)	3
University Core Area B1 (Art 2000 recommended)	3		
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Complete Mid Program Review, BFA in Art (Painting)</li> <li>Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART 4605- Advanced Painting (2)	3	ART 4605- Advanced Painting (3)	3
Painting Elective 3XXX or 4XXX- Any 3000/4000 level painting class	3	ART 4605- Advanced Painting (4)	3
ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3	Painting Elective 3XXX or 4XXX- Any 3000/4000 level painting class	3
Art 4998- Senior Capstone Experience I	1	ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3
University Core Area D2 (Elective)	3	Art 4999- Senior Capstone Experience II	2
<b>SEMESTER TOTAL</b>	<b>13</b>	<b>SEMESTER TOTAL</b>	<b>14</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Complete Capstone I</li> <li>Apply for Graduation</li> <li>Earn 13 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>Complete Capstone II</li> <li>Earn 14 or more credit hours (C or better in Art Classes)</li> <li>Complete 126 credit hours (Graduate)</li> </ul>	

## 2021-2022 Program Map – BFA in Art (Photography) 126

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101- English Composition I	3	ENGL 1102- English Composition II	3
ART 1006 (or 1009)- Design I (2D)/Design II (3D)	3	ART 1008- Drawing II	3
ART 1007-Drawing I	3	ART 1009 (or 1006)-Design II (3D) or Design I (2D)	3
University Core Area B2- Other Institutional Options	2	University Core Area C2- Humanities	3
University Core Area E1 (Option)- World History	3	MATH 1001 or 1111- Quantitative Skills & Reasoning or College Algebra	3
University Core Area C1- Fine Arts	3	University Core Area E2 (option)- American/Georgia History	3
<b>SEMESTER TOTAL</b>	<b>17</b>	<b>SEMESTER TOTAL</b>	<b>18</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>● Complete ENGL 1101</li> <li>● Complete ART 1006, 1007, 2201 (C or better)</li> <li>● Earn 18 or more credit hours</li> </ul>		<ul style="list-style-type: none"> <li>● Complete ENGL 1102</li> <li>● Complete ART 1008, 1009, 2202 (C or better)</li> <li>● Earn 18 or more credit hours</li> </ul>	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART 3701 - Intro to Photography	3	3301, 3601 (or 3602), 3801 or 3901 –, Beginning Ceramics, Painting I: Watercolor/Painting II, Printmaking I: Survey or Introductory Sculpture	3
ART 3700 - Survey of Photograph	3	3301, 3601 (or 3602), 3801 or 3901 –, Beginning Ceramics, Painting I: Watercolor/Painting II, Printmaking I: Survey or Introductory Sculpture	3
3301, 3601 (or 3602), 3801 or 3901 –, Beginning Ceramics, Painting I: Watercolor/Painting II, Printmaking I: Survey or Introductory Sculpture	3	3301, 3601 (or 3602), 3801 or 3901 –, Beginning Ceramics, Painting I: Watercolor/Painting II, Printmaking I: Survey or Introductory Sculpture	3
ART 2201 (or 2202)- History of Western Art I or History of Western Art II	3	ART 2202 (or 2201)- History of Western Art I or History of Western Art II	3
University Core Area D1 (With Lab)- Non-Science Majors	4	University Core Area D1 (No Lab)- Non-Science Majors	3
		University Core Area E3 (POLS 1101)	3
<b>SEMESTER TOTAL</b>	<b>16</b>	<b>SEMESTER TOTAL</b>	<b>18</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>● Student should apply to the BFA in Art (Photography)</li> <li>● Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>● Earn 18 or more credit hours (C or better in Art Classes)</li> </ul>	

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- [www.westga.edu/cas](http://www.westga.edu/cas) (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART 3700, 3702, 3703 or 3704 - Survey of Photography, Darkroom Photography, Digital Imaging or Introduction to Time-Based Art (Video I)	3	ART (4704) or 3703 - Documentary Photography or Digital Imaging	3
ART 3700, 3702, 3703 or 3704 - Survey of Photography, Darkroom Photography, Digital Imaging or Introduction to Time-Based Art (Video I)	3	Art History Elective – 3XXX or 4XXX- Any 3000/4000 level art history class	3
ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3	Photography Elective 3XXX or 4XXX	3
Art 3210, 4211, or 4215 (Non-Western Art, Japanese Art, or Art of the African Diaspora)	3	ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3
University Core Area B1 (Art 2000 recommended)	3	University Core Area E4 (Elective)- Social Science Elective Courses	3
ART 4078 - Mid-Program Review	0		
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
<b>Milestones</b>		<b>Milestones</b>	
<ul style="list-style-type: none"> <li>Complete Mid Program Review, BFA in Art (Photography)</li> <li>Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART 4706- Advanced Photography Studio (1)	3	ART 4706- Advanced Photography Studio (2)	3
Photography Elective 3XXX or 4XXX- Any 3000/4000 level photography class	3	ART 4704 or 4708 - Documentary Photography 4708- Exp Practice in Lens-Based Media	3
ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3	Photography Elective 3XXX or 4XXX- Any 3000/4000 level photography class	3
ART 4998- Senior Capstone Experience I	1	ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3
University Core Area D2 (Elective)	3	ART 4999- Senior Capstone Experience II	2
<b>SEMESTER TOTAL</b>	<b>13</b>	<b>SEMESTER TOTAL</b>	<b>14</b>
<b>Milestones</b>		<b>Milestones</b>	
<ul style="list-style-type: none"> <li>Complete Capstone I</li> <li>Apply for Graduation</li> <li>Earn 13 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>Complete Capstone II</li> <li>Earn 14 or more credit hours (C or better in Art Classes)</li> <li>Complete 126 credit hours (Graduate)</li> </ul>	



## 2021-2022 Program Map – BFA in Art (Printmaking) 126

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101- English Composition I	3	ENGL 1102- English Composition II	3
ART 1006 (or 1009)- Design I (2D)/Design II (3D)	3	ART 1008- Drawing II	3
ART 1007-Drawing I	3	ART 1009 (or 1006)-Design II (3D) or Design I (2D)	3
University Core Area B2- Other Institutional Options	2	University Core Area C2- Humanities	3
University Core Area E1 (Option)- World History	3	MATH 1001 or 1111- Quantitative Skills & Reasoning or College Algebra	3
University Core Area C1- Fine Arts	3	University Core Area E2 (option)- American/Georgia History	3
<b>SEMESTER TOTAL</b>	<b>17</b>	<b>SEMESTER TOTAL</b>	<b>18</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>● Complete ENGL 1101</li> <li>● Complete ART 1006, 1007, 2201 (C or better)</li> <li>● Earn 18 or more credit hours</li> </ul>		<ul style="list-style-type: none"> <li>● Complete ENGL 1102</li> <li>● Complete ART 1008, 1009, 2202 (C or better)</li> <li>● Earn 18 or more credit hours</li> </ul>	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART 3301-Beginning Ceramics	3	ART 3601 or 3602-Art 3601 or 3602-Painting I: Watercolor or Painting II	3
ART 3801- Printmaking I: Survey	3	ART 3901- Introductory Sculpture	3
University Core Area E4 (Elective)-Social Science Elective Courses	3	ART (3802) or 4803 or 4804 or 4821 or 4822 - Relief Printmaking, Intaglio, Lithography, Printmaking IV: Screen Printing or The Art of Letterpress Printing and the Book	3
ART 2201 (or 2202)- History of Western Art I or History of Western Art II	3	ART 2202 (or 2201)- History of Western Art I or History of Western Art II	3
University Core Area D1 (With Lab)- Non-Science Majors	4	University Core Area D1 (No Lab)- Non-Science Majors	3
<b>SEMESTER TOTAL</b>	<b>16</b>	<b>SEMESTER TOTAL</b>	<b>18</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>● Student should apply to the BFA in Art (Printmaking)</li> <li>● Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>● Earn 18 or more credit hours (C or better in Art Classes)</li> </ul>	

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

Core Curriculum (A-E) can be viewed here: <https://www.westga.edu/student-services/registrar/core-curriculum.php>

### Student Online Resources:

- [www.westga.edu/advising](http://www.westga.edu/advising) (Learn about: The name of your assigned advisor, program maps for all programs at UWG, tutorials on how to register and your wolf watch evaluation).
- [www.westga.edu/scoop](http://www.westga.edu/scoop) (Learn about: Fee payment deadlines, withdrawal deadlines, final exam schedules).
- [www.westga.edu/esc](http://www.westga.edu/esc) (Learn about: Requesting a transcript, financial aid information, requesting an enrollment verification, completing a FERPA form).
- [www.westga.edu/careerservices](http://www.westga.edu/careerservices) (Learn about: On/Off campus job opportunities, major and career exploration, resumes & cover letters, interviewing tips).
- [www.westga.edu/cas](http://www.westga.edu/cas) (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART (3802) or 4803 or 4804 or 4821 or 4822 - Relief Printmaking, Intaglio, Lithography, Printmaking IV: Screen Printing or The Art of Letterpress Printing and the Book	3	ART (4804) or 4803 or 3802 - Lithography, Intaglio or Relief Printmaking	3
ART 3701- Intro to Photography	3	ART (4821) or 4822 and 4805 - Printmaking IV: Screen printing, The Art of Letterpress Printing and the Book or Advanced Printmaking	3
ART Studio Elective 3XXX or 4XXX -Any 3000/4000 level art studio class	3	Printmaking Elective 3XXX or 4XXX - -Any 3000/4000 level printmaking class	3
Art 3210, 4211, or 4215 (Non-Western Art, Japanese Art, or Art of the African Diaspora)	3	ART Studio Elective 3XXX or 4XXX--Any 3000/4000 level art studio class	3
University Core Area B1 (Art 2000 recommended)	3	ART History Elective – 3XXX or 4XXX- Any 3000/4000 level art history class	3
Art 4078- Mid-Program Review	0		
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
<b>Milestones</b>		<b>Milestones</b>	
<ul style="list-style-type: none"> <li>Complete Mid Program Review, BFA in Art (Printmaking)</li> <li>Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART 4805 - Advanced Printmaking (1)	3	ART (4822) or 4821 - The Art of Letterpress Printing and the Book or Printmaking IV: Screen printing	3
Printmaking Elective 3XXX or 4XXX- Any 3000/4000 level printmaking class	3	ART 4805 - Advanced Printmaking (2)	3
ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3	Printmaking Elective 3XXX or 4XXX- Any 3000/4000 level printmaking class	3
Art 4998- Senior Capstone Experience I	1	ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3
University Core Area D2 (Elective)- Mathematics, Science, and Quantitative Technology Courses	3	Art 4999- Senior Capstone Experience II	2
<b>SEMESTER TOTAL</b>	<b>13</b>	<b>SEMESTER TOTAL</b>	<b>14</b>
<b>Milestones</b>		<b>Milestones</b>	
<ul style="list-style-type: none"> <li>Complete Capstone I</li> <li>Apply for Graduation</li> <li>Earn 13 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>Complete Capstone II</li> <li>Earn 14 or more credit hours (C or better in Art Classes)</li> <li>Complete 126 credit hours (Graduate)</li> </ul>	

## 2021-2022 Program Map – BFA in Art (Sculpture) 126

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101- English Composition I	3	ENGL 1102- English Composition II	3
ART 1006 (or 1009)- Design I (2D)/Design II (3D)	3	ART 1008- Drawing II	3
ART 1007-Drawing I	3	ART 1009 (or 1006)-Design II (3D) or Design I (2D)	3
University Core Area B2- Other Institutional Options	2	University Core Area C2- Humanities	3
University Core Area E1 (Option)- World History	3	MATH 1001 or 1111- Quantitative Skills & Reasoning or College Algebra	3
University Core Area C1- Fine Arts	3	University Core Area E2 (option)- American/Georgia History	3
<b>SEMESTER TOTAL</b>	<b>17</b>	<b>SEMESTER TOTAL</b>	<b>18</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>● Complete ENGL 1101</li> <li>● Complete ART 1006, 1007, 2201 (C or better)</li> <li>● Earn 18 or more credit hours</li> </ul>		<ul style="list-style-type: none"> <li>● Complete ENGL 1102</li> <li>● Complete ART 1008, 1009, 2202 (C or better)</li> <li>● Earn 18 or more credit hours</li> </ul>	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART 3901- Introductory Sculpture	3	ART 3801- Printmaking I: Survey	3
ART 3601 or 3602- Painting I: Watercolor or Painting II	3	ART 3301- Beginning Ceramics	3
University Core Area E4 (Elective)- Social Science Elective Courses	3	ART (3902) or 3903 or 4903 - Sculpture II, Sculpture III or Sculpture IV	3
ART 2201 (or 2202)- History of Western Art I or History of Western Art II	3	ART 2202 (or 2201)- History of Western Art I or History of Western Art II	3
University Core Area D1 (With Lab)-Non-Science Majors	4	University Core Area D1 (No Lab)- Non-Science Majors	3
<b>SEMESTER TOTAL</b>	<b>16</b>	<b>SEMESTER TOTAL</b>	<b>18</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>● Student should apply to the BFA in Art (Sculpture)</li> <li>● Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>● Earn 18 or more credit hours (C or better in Art Classes)</li> </ul>	
<p><b>**This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements**</b></p> <p>Core Curriculum (A-E) can be viewed here: <a href="https://www.westga.edu/student-services/registrar/core-curriculum.php">https://www.westga.edu/student-services/registrar/core-curriculum.php</a></p> <p><b>Student Online Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="http://www.westga.edu/advising">www.westga.edu/advising</a> (Learn about: The name of your assigned advisor, program maps for all programs at UWG, tutorials on how to register and your wolf watch evaluation).</li> <li>● <a href="http://www.westga.edu/scoop">www.westga.edu/scoop</a> (Learn about: Fee payment deadlines, withdrawal deadlines, final exam schedules).</li> <li>● <a href="http://www.westga.edu/esc">www.westga.edu/esc</a> (Learn about: Requesting a transcript, financial aid information, requesting an enrollment verification, completing a FERPA form).</li> <li>● <a href="http://www.westga.edu/careerservices">www.westga.edu/careerservices</a> (Learn about: On/Off campus job opportunities, major and career exploration, resumes &amp; cover letters, interviewing tips).</li> <li>● <a href="http://www.westga.edu/cas">www.westga.edu/cas</a> (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).</li> </ul>			

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART (3902) or 3903 or 4903 - Sculpture II, Sculpture II or Sculpture IV	3	ART (3902) or 3903 or 4903 - Sculpture II, Sculpture II or Sculpture IV	3
ART 3701- Intro to Photography	3	ART 4904- Advanced Sculpture (1)	3
ART Studio Elective 3XXX or 4XXX-Any 3000/4000 level art studio class	3	Sculpture Elective 3XXX or 4XXX- Any 3000/4000 level sculpture class	3
Art 3210, 4211, or 4215 (Non-Western Art, Japanese Art, or Art of the African Diaspora)	3	ART Studio Elective 3XXX or 4XXX-Any 3000/4000 level art studio class	3
University Core Area B1 (Art 2000 recommended)	3	Art History Elective – 3XXX or 4XXX- Any 3000/4000 level art history class	3
Art 4078- Mid-Program Review	0		
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Complete Mid Program Review, BFA in Art (Sculpture)</li> <li>Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART 4904 Advanced Sculpture (2)	3	ART 4904 Advanced Sculpture (3)	3
Sculpture Elective 3XXX or 4XXX- Any 3000/4000 level sculpture class	3	ART 4904 Advanced Sculpture (4)	3
ART Studio Elective 3XXX or 4XXX-Any 3000/4000 level art studio class	3	Sculpture Elective 3XXX or 4XXX- Any 3000/4000 level sculpture class	3
Art 4998- Senior Capstone Experience I	1	ART Studio Elective 3XXX or 4XXX-Any 3000/4000 level art studio class	3
University Core Area D2 (Elective)	3	Art 4999- Senior Capstone Experience II	2
<b>SEMESTER TOTAL</b>	<b>13</b>	<b>SEMESTER TOTAL</b>	<b>14</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Complete Capstone I</li> <li>Apply for Graduation</li> <li>Earn 13 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>Complete Capstone II</li> <li>Earn 14 or more credit hours (C or better in Art Classes)</li> <li>Complete 126 credit hours (Graduate)</li> </ul>	

# PHIL - 4386 - Internship

2022-2023 Undergraduate New Course Request

## 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](mailto:curriculog@westga.edu).

Desired Effective  
Semester\*

Fall

Desired Effective  
Year\*

2022

## 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](mailto:curriculog@westga.edu).

College - School/  
Department\*

Department of Art, History, and Philosophy

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 College course?\*  Yes  No

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

## Course Information

Course Prefix\*

PHIL

Course Number\* 4386

Course Title\* Internship

Long Course Title Internship

Course Type\*

Philosophy

**Catalog Course Description\*** This course allows philosophy majors, philosophy minors, and religion minors to apply their philosophical knowledge and skills outside the classroom while developing career competencies in a professional work environment.

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\* 0

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.\* 12

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

**Prerequisites** PHIL 2010 or PHIL 2020 or PHIL 2030 or PHIL 2130

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions** Student must be a declared philosophy major, philosophy minor, or religion minor.

**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\***

Undergraduate Standard Letter


## Justification and Assessment

**Rationale\*** The addition of this course is part of the Philosophy Program's efforts to offer greater professionalization and experiential learning opportunities for our majors. In recent years, some of our philosophy majors have gained internships that, first, allow them to apply and further develop the critical thinking and analytical skills that they've already begun to develop as students and, second, lend themselves to original philosophical reflection on the work they're doing. (Two recent examples were philosophy majors who earned competitively awarded internships at the Georgia State Legislature.) This course will allow students to earn credit toward their degree as they improve those skills and engage in that original philosophical work.

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

1. Students will apply the knowledge and skills that they have acquired in their previous philosophy classes to workplace responsibilities.
2. Students will add to their existing skills by developing further skills in their area of work.
3. Students will document those learning outcomes in a series of written assignments, including a final paper.

### 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\*** 1-2

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

**If yes, what will the fee be?\*** \$0

#### 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.



**College of Arts, Culture and Scientific Inquiry  
Philosophy Program (Dept. of Art, History and Philosophy)**

## **Internship (PHIL 4386)**

**Instructor: [Name]**

**[term]      [section]      1–6 Credit Hours      [dates]**

### **Description**

This course allows philosophy majors, philosophy minors, and religion minors to apply their philosophical knowledge and skills outside the classroom while developing career competencies in a professional work environment.

### **Requisites**

Prerequisites: PHIL 2010 or PHIL 2020 or PHIL 2030 or PHIL 2130

Corequisites: none

### **Contact Information**

Role  
Title  
First name  
Middle Name  
Last Name  
Suffix  
Email  
Office  
Phone  
Website

### **Office Hours**

### **Meeting Times**

No regular meeting times; see “Schedule” section below.

### **Materials**

With guidance from their faculty supervisor, students will create a reading list of philosophical books and/or articles related to the internship.

### **Outcomes**

### *Learning Outcomes*

- Students will apply the knowledge and skills that they have acquired in their previous philosophy classes to workplace responsibilities.
- Students will add to their existing skills by developing further skills in their area of work.
- Students will document those learning outcomes in a series of written assignments, including a final paper.

These course-specific learning outcomes contribute to the learning outcomes of the Philosophy Program by enabling students better to critically analyze and explain a philosophical issue in written communications.

## Evaluation

### Grading Scale:

90–100% A  
80–89% B  
70–79% C  
60–69% D  
Below 60% F

## Assignments

### **60% Internship work**

The quality of your work will be assessed according to your completed time sheet and a performance appraisal written by your workplace supervisor, both of which must be turned in to your faculty supervisor.

### **12% Internship journal**

You will keep a running journal of your experiences as an intern. You should write short entries (1–2 paragraphs) in your journal approximately two times per week. Appropriate topics for journal entries include: the kinds of work you are doing; what you are finding especially challenging/interesting/enlightening, etc., and why; and any ways in which your work has illuminated philosophical writing for you (or vice versa). You will turn in your journal four times over the course of the internship. Due dates: [dates]. Each is worth 3% of your final course grade.

### **16% Reading reflections**

Over the course of the semester, you will complete a number of assigned readings on a philosophical topic of your choosing relevant to your internship experience. You will submit **four reading reflections** in which you will provide a brief summary of what you have read as well as your own critical and reflective response. Each of your reading reflections should be at least 1,000 words long. Due dates: [dates]; each is worth 4% of your final course grade. You will meet with your faculty internship sponsor at least two times during the final month of your internship to discuss the readings.

## 12% Final paper

In your 8–10 page final paper, you will reflect on your overall internship experience in relation to the assigned readings you have completed. This should be a philosophical paper, but one in which you draw on your work experience to provide examples and evidence. You must submit a brief abstract for your planned final paper by [date] and a draft of at least 4 pages by [date]. The final paper is due by 11:59pm on [date].

## Schedule

Students will meet with their faculty supervisor at least three times over the course of the semester:

*Meeting: Week 1*

[day and time]

Check in and overview

*Meeting: Week 8*

[day and time]

Check in and updates

*Meeting: Week 14*

[day and time]

*Meeting: Week 16*

[day and time]

## Course Policies and Resources

### Eligibility Requirements

- Minimum 2.5 overall GPA.
- Philosophy Major, Philosophy Minor, or Religion Minor
- At least 9 credit hours earned in PHIL courses
- A student must have the internship during the time they are enrolled in the internship course. Students cannot receive credit for an internship completed prior to the semester in which they enroll in the internship course.
- Acceptance letter from the internship provider with a description of the internship duties.
- Agreement of a philosophy faculty member to serve as the student's faculty supervisor.

Students are responsible for finding their own internships; the Philosophy Program does not arrange internships for students. Interested students should speak with a member of the Philosophy Program's faculty for information about where to begin looking for an internship and should contact UWG's [Career Services office](#) for resources on finding an

internship. Students should begin looking for an internship several months prior to their desired start date.

### **Course Requirements**

- Prior to enrolling, students must complete an internship form and obtain signature approvals from both the supervising professional representing the internship location and the faculty supervisor. The signed internship form must then be submitted to the Department of Art, History, and Philosophy office for filing and the approval to enroll in the class.
- A professional representing the internship location will be responsible for supervising the student's work and serve as liaison with the faculty sponsor.
- The student intern will complete at least 40 hours of work at the internship site for each credit hour for which they are enrolled. For example, a student intern who is enrolled for three credit hours will complete at least 120 work hours over the course of their internship.
- If the student intern fails to complete the minimum number of work hours required for the internship credit hours for which they are enrolled, the final grade for the entire internship will be F.

### **Credit Hour Limits**

- A student may earn up to 12 credit hours in PHIL 4386 but no more than 6 credit hours in a given semester.
- No more than 6 credit hours in PHIL 4386 will apply to the major; additional credit hours may count as elective hours.
- No more than 6 credit hours may be earned from internships in the exact same work environment.

### **College Policies**

This information will be imported from the College/School template associated with your course. This field cannot be edited.

### **Institutional Policies**

This information will be imported from the College/School template associated with your course. This field cannot be edited.

### **Additional Items**

# Physics Minor

## 2022-2023 Undergraduate Revise Program Request

### Introduction

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If you have any questions, please email [curriculog@westga.edu](mailto: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

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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](mailto: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 the addition/change related to core, honors, or XIDS courses\*  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.

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

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\* Physics Minor

Program ID - DO NOT EDIT\* 18

Program Code - DO NOT EDIT 18

Program Type\*

Degree Type\*

Program Description\* Physics Minor

Status\*  Active-Visible  Inactive-Hidden

Program Location\*

<b>Curriculum Information</b>
-------------------------------

## **Requirements**

Along with the Principles of Physics Courses and their associated labs listed below, any 9 credit hours of 3000/4000 level physics and astronomy courses can be selected.

**PHYS 2211 Principles of Physics I**

**PHYS 2212 Principles of Physics II**

**PHYS 2211L Principles of Physics I Laboratory**

**PHYS 2212L Principles of Physics II Laboratory**

**Total: 17 Hours**



## PROGRAM CURRICULUM


**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto: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\*** By removing the three groups in the minor and allowing students to select any 9 credit hours from 3000/4000 level physics and astronomy courses, we can appeal to a larger group of students and provide a more flexible minor that can be tailored to their prospective careers.

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

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to [rakins@westga.edu](mailto:rakins@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** No curriculum or curriculum delivery methods are being changed, only the options of 3000/4000 level courses available to the students.

## REQUIRED ATTACHMENTS

ATTACH the the following required documentsI 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.

# Social and Behavioral Health, B.S.

## 2022-2023 Undergraduate Revise Program Request

### 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](mailto: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 [curriculog@westga.edu](mailto: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 the addition/change related to core, honors, or XIDS courses?\*

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.

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

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\*** Social and Behavioral Health, B.S.

**Program ID - DO NOT EDIT\*** 18

**Program Code - DO NOT EDIT** 18

**Program Type\***

**Degree Type\***

**Program Description\*** Program Description

The Bachelor of Science in Social & Behavioral Health is a multidisciplinary degree. The program provides students with the opportunity to learn foundation skills necessary to succeed in the dynamic health and social services environments. Areas of study include health services, health analytics, complementary & alternative healthcare, cultural & social aspects of health, and behavioral & mental health.

Students will have the opportunity to learn many skills, including but not limited to the following:

how community and social factors contribute to a variety of public health solutions and policies;

how to plan, implement, and administer social service and/or behavioral health programs;

how to design, evaluate, and assess social service and/or behavioral health programs to ensure their quality and effectiveness;

how to work with individuals in community or social services settings;

and how to help people navigate the healthcare system to find the resources they need to be healthy.

Program features include, but are not limited to: flexibility in designing program to fit interests, courses taught by experts in the field, and participating in an internship practicum providing real job experience

Program Learning Outcomes

After completing the BS in Social and Behavioral Health, students will be able to:

Assess social and cultural frameworks of diverse populations of healthcare consumers

Demonstrate understanding of human growth and development as related to social and behavioral health issues

Demonstrate knowledge of complementary, alternative, and integrative approaches to health and wellness

Design and assess social and behavioral programs, research or services aimed at improving health

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

Carrollton

Newnan

Online

**Curriculum Information**

## Program Requirements

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

Core Curriculum

### Core Area F: 18 Hours

**SABH 1101 Intro to Soc & Behav Health**

**ANTH 1102 Introduction to Anthropology**

**PSYC 1101 Introduction to General Psychology**

**SOCI 1101 Introductory Sociology**

**[After] Choose two courses from the following list (at least one must be lower-level BIOL). Course credit hours must total 6 hours between the two courses:**

**ANTH 1105 Introduction to Physical Anthropology**

**[After] Lower-level (1000 or 2000 level) BIOL courses (does not include labs)**

### Major Courses: 60 Hours

#### Area 1: 18 Hours

Choose two courses from each of the following areas:

#### A. Cultural and Social Aspects of Health



**ANTH 4130 Medical Anthropology**

**[Left] \***

**NURS 3101 Professional Nursing Concept I**

**PSYC 4350 Culture and Psychology**

**SOCI 3623 Social Inequality**

**SOCI 3733 Social Psychology: The Sociological Tradition**

**SOCI 3804 Death, Grief and Caring**

**SOCI 4323 Sociology of Race**

**SOCI 4440 Medical Sociology**

## **B. Behavioral & Mental Health**

**ANTH 4132 Human Life Cycle in Cross-Cultural Perspective**

**PSYC 3010 Human Growth and Development**

**PSYC 3150 Abnormal Psychology**

**PSYC 3703 Behavior Modification**

**PSYC 4360 Community Psychology**

**PSYC 4760 Introduction to Psychotherapy**

**SOCI 3134 Introduction to Social Work and Social Welfare**

**SOCI 4441 Sociology of Mental Health**

**SOCI 4543 Deviant and Alternative Behavior**

## **C. Complementary & Alternative Health**

**ANTH 4130 Medical Anthropology**

**[Left] \***

**NURS 3000 Holistic Health Assessment**

**PSYC 3580 Holistic Health Psychology**

**PSYC 3800 Psychology of Mind and Body**

**PSYC 4085 Horizon Seminar**

**SOCI 4700 Sociology of Emotions**

## **Area 2: 12 Hours**

Choose two courses from each of the following areas:

## **A. Health Analytics and Methods**

**ANTH 3188 Ethnographic Field Methods**

[Left] \*

**NURS 3400 Nursing Research and Evidence-Based Practice**

**POLS 2601 Introduction to Political Science Inquiry**

**POLS 3601 Political Analysis**

**SABH 4000 Research Methodology**

[After] or

**SOCI 4000 Research Methodology**

**SABH 4003 Applied Stats for Sociology**

[After] or

**SOCI 4003 Applied Statistics for Sociology**

**SOCI 4613 Qualitative Research**

## **B. Health Services**

**POLS 4200 Principles of Public Administration**

**POLS 4208 Health Policy**

**POLS 4209 Environmental Policy**

**POLS 4210 Public Management**

**POLS 4215 Management of Non-Profit Organizations**

**POLS 4217 Grant Writing for Nonprofit Organizations**

**SOCI 4734 Social Work Skills**

## **Area 3: 3 Hours**

[Left] \*\*

**SOCI 4386 Internship**

## **Area 4: Upper Division Electives 6 Hours**

Select two (2) courses from the following list OR courses listed in Areas 1 or 2 not already applied to Areas 1 or 2

**ANTH 3110 Human Osteology**

**ANTH 3186 Anthropology of Gender**

**ANTH 4170 Myth, Magic and Religion**

[Left] \*

**CMWL 3100 Lifespan Development**

[Left] \*

**PHED 4501 Contemporary Health Issues**  
**PSYC 3110 Human Sexuality**  
**PSYC 4140 Psychology of Gender**  
**PSYC 4350 Culture and Psychology**  
**SOCI 3543 Sociology of Religion**  
**SOCI 3733 Social Psychology: The Sociological Tradition**  
**SOCI 3954 Sociology of Aging**  
**SOCI 4153 Women and Aging**  
**SOCI 4182 Aging Families**  
**SOCI 4323 Sociology of Race**  
**SOCI 4445 Sociology of Youth**  
**SOCI 4915 Violence Against Women**

## **Minor and General Electives 17-21 Hours**

To complete the remaining 17-21 credit hours, students will have the option to explore other areas of academic interest through elective courses, a minor course of study, or pursue a certificate program (e.g. Data Analytics, Social Services, etc.). Students are encouraged to create a cluster of elective courses that will enhance their knowledge and skill in a particular area of interest.

**ANTH 3110 Human Osteology**  
**ANTH 3186 Anthropology of Gender**  
**ANTH 4135 Genes and Genomania**  
**ANTH 4170 Myth, Magic and Religion**

[Left] \*

**CMWL 3100 Lifespan Development**

[Left] \*

**PHED 4501 Contemporary Health Issues**  
**PSYC 3110 Human Sexuality**  
**PSYC 4140 Psychology of Gender**  
**PSYC 4350 Culture and Psychology**  
**SOCI 3543 Sociology of Religion**  
**SOCI 3954 Sociology of Aging**  
**SOCI 4153 Women and Aging**  
**SOCI 4445 Sociology of Youth**  
**SOCI 4915 Violence Against Women**

## **Total: 120 Hours**

\*These courses count only if student previously earned credit for the course as a requirement for another major. These courses cannot be chosen as an option to take after declaring Social & Behavioral Health as major.

**\*\*For SOCI 4386: Internship to count in the major, student must have successfully completed at least 9 credit hours of major coursework (including at least 3 credit hours of coursework from Area 2) and earned a 2.0 or higher institutional and major GPA.**

## PROGRAM CURRICULUM


**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto: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.

**Rationale\*** In early Jan and Feb 2022, three new courses were created with the new prefix for this major, SABH.

(1) SABH 1101 was approved in Curriculog Feb 2022. Below was its rationale

When the Social & Behavioral Health degree was created, we wanted majors to complete two required courses: an introductory course and a practicum (bookends to their experience). At the time, there was no course prefix for the new major, and since (a) the degree is intended to be interdisciplinary in nature, and (b) there were obviously only a few majors initially, we thought that offering an XIDS as the introductory course would suffice the interdisciplinarity aspect and draw enough students to ensure the course would fill. Now, the major has enough students to create new courses with a major prefix, so we asked the registrar to create the SABH (Social And Behavioral Health) prefix. And, we intend to slowly create new upper division courses that are specific to this major.

(2) and (3) SABH 4000 and 4003 are most recently approved.

Social & Behavioral Health majors often need to enroll in SOCI 4000 and/or SOCI 4003 in order to fulfill requirements of two courses in Area 2A of the major. Although there are several options in this area, these two courses are routinely the only two available in a given semester. SABH 4000 and 4003 will provide majors with more ownership over the title of the course they take (being an SABH course designations rather than one that begins with "SOCI"), it would also alleviate the need to override multiple SBH majors into the SOCI major-restricted courses SOCI 4000 and SOCI 4003 each semester.

We are crosslisting with SABH 4000 with SOCI 4000, and SABH 4003 with SOCI 4003. In the beginning at least, we intend to provide about 10 seats with the SABH 4000 designation under the SOCI 4000 course. and 10 seats with the SABH 4003 designation under the SOCI 4003 course.

Additionally, this proposal also includes changes that were previously approved through UWG Senate UPC, but the proposal should have also been approved through Senate. My initial Curriculog proposal, however, failed to check the "Senate Action Item" button. So we deleted the initial proposal. The changes that were pushed through in that proposal are now included here instead. Those approved were: to add POLS 3201 (Political Science is aware and happy to include this course as an option for SBH majors in their Area 2B. To add ANTH 4176 as an optional course to Area 2A. and, to add ANTH 4135 as an optional elective course. ANTH is also aware and is excited about adding these courses as options.

In sum, this proposal includes the previously approved changes (adding POLS 3201, ANTH 4176, and ANTH 4135) plus new changes: replacing XIDS 2300 with SABH 1101, and adding the option of SABH 4000 and SABH 4003.

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

**SACSCOC Substantive Change**

Please review the [Policy Summary and Decision Matrix](#)


Send questions to [rakins@westga.edu](mailto:rakins@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 documentsI by navigating to the Proposal Toolbox and clicking  in the top right corner.

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**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

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## 2022-2023 Program Map – BS Social and Behavioral Health

YEAR 1				
TERM 1			TERM 2	
Course	Credits		Course	Credits
Area A1: ENGL 1101	3		Area A1: ENGL 1102	3
Area C2 (Humanities)	3		Area A2: MATH 1001	3
Area F: SOCI 1101	3		Area D1: Non-lab Science	3
Area D1: Science + Lab	4		Area F: PSYC 1101	3
Area B2: XIDS 2002	2		Area E3: POLS 1101	3
<b>SEMESTER TOTAL</b>	<b>15</b>		<b>SEMESTER TOTAL</b>	<b>15</b>
YEAR 2				
TERM 1			TERM 2	
Course	Credits		Course	Credits
Area E1 or Area E2	3		Area E1 or Area E2	3
Area F: SABH 1101	3		Area C1 (Fine Arts)	3
Area F: ANTH 1102	3		Area D2	3
Area B1	3		Area E4 (Social Sciences)	3
Area F: BIOL course	3		Area F: ANTH 1105 or BIOL	3
<b>SEMESTER TOTAL</b>	<b>15</b>		<b>SEMESTER TOTAL</b>	<b>15</b>

YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
Major Area 1A	3		Major Area 2A	3
Major Area 2B	3		Major Area 2B	3
Major Area 4 Upper Division Electives	3-4		Major Area 1B	3
Major Area 1C	3		Minor or General Electives	3



Minor or General Electives	3		Minor or General Electives	3
SEMESTER TOTAL	15 or 16		SEMESTER TOTAL	15

YEAR 4				
TERM 1			TERM 2	
Course	Credits		Course	Credits
Major Area 1A	3		Minor or General Electives	3
Major Area 4 Upper Division Electives	3		Major Area 3 (Internship)	3
Major Area 1C	3		Minor or General Electives	3
Minor or General Electives	3		Major Area 2A	3
Minor or General Electives	3		Major Area 1B	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15

INSTRUCTIONS		CURRICULUM MAPPING TEMPLATE						
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	DEPARTMENT:	Anthropology, Psychology, and Sociology		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	
	2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	PROGRAM:	BS Social & Behavioral Health	COURSES	Assess social and cultural frameworks of diverse populations of healthcare consumers	Demonstrate understanding of human growth and development as related to social and behavioral health issues	Demonstrate knowledge of complementary, alternative, and integrative approaches to health and wellness	Design and assess social and behavioral programs, research or services aimed at improving health
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)			1	SABH 1101	I		I	
			2	ANTH 1102	I	I		
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)			3	ANTH 1105		I		
			4	ANTH 3110		R		
5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.			5	ANTH 3186	R			
			6	ANTH 3188				R
In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.			7	ANTH 4130	R		R	
			8	ANTH 4132		R		
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.			9	ANTH 4135	R			
			10	ANTH 4170			R	
			11	ANTH 4176				R
			12	POLS 2601				I
			13	POLS 3201				R
			14	POLS 3601				R
			15	POLS 4200				I
			16	POLS 4208				R
			17	POLS 4209				R
			18	POLS 4210				R
			19	POLS 4215				R
			20	POLS 4217				R
			21	PSYC 1101		I		
			22	PSYC 3010		R		
			23	PSYC 3110	R	R		
			24	PSYC 3150	R	R		
			25	PSYC 3580			R	
			26	PSYC 3703	R	R		
			27	PSYC 3730	R			
			28	PSYC 3800			R	
			29	PSYC 4085			R	
			30	PSYC 4130			R	
			31	PSYC 4140	R	R		
			32	PSYC 4270	R			
			33	PSYC 4280			R	
			34	PSYC 4290		R		
			35	PSYC 4350		R		
			36	PSYC 4360		R		
			37	PSYC 4650			R	
			38	PSYC 4760		R		
			39	SABH 4000				R
			40	SABH 4003				R
			41	SOCI 1101	I	I		
			42	SOCI 3134	R	R		
			43	SOCI 3543	R		R	
			44	SOCI 3623	R			
			45	SOCI 3733	R	R		
			46	SOCI 3804	R		R	
			47	SOCI 3954		R		
			48	SOCI 4000				R
			49	SOCI 4003				R
			50	SOCI 4153	R	R		
			51	SOCI 4323	R			
			52	SOCI 4386	M(A)	M(A)	M(A)	M(A)
			53	SOCI 4440	R			
			54	SOCI 4441	R		R	
			55	SOCI 4445		R		
			56	SOCI 4543	R		R	
			57	SOCI 4613				R
			58	SOCI 4734				R

59	SOCI 4915	R			
60	SOCI 4700	R			

22	SOCI 4986 - A	M	M	M	M
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**Syllabus**  
SABH 4000 Research Methodology  
(to be crosslisted with SOCI 4000)

	College of Arts, Culture, & Scientific Inquiry Department of Anthropology, Psychology, & Sociology Dr. Pam Kirk Professor
-----------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------

**1. COURSE OBJECTIVES**

At the end of this course:

1. Students will demonstrate the ability to develop hypotheses.
2. Students will demonstrate the ability to conduct a literature review for a scholarly sociological study.
3. Students will demonstrate an understanding of and be able to compare various sociological research methods.
4. Students will demonstrate an understanding of proper sociological research designs.
5. Students will demonstrate an understanding of research ethics as used in Sociology

**2. COURSE DESCRIPTION**

*Catalog description*

An introduction to the logic and procedures of quantitative and qualitative research methods. Focuses on research design, use of computer and statistical packages, data interpretation, the relation of research and theory, and the writing of scientific research reports.

*UNIVERSITY POLICIES*

Common Language for course syllabi:

<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

**3. TEXTBOOK AND COURSE MATERIALS**

***Texts:***

*The Art and Science of Social Research*

Authors: Deborah Carr, Elizabeth Boyle, Ben Cornwell, Shelley Correll, Robert Crosnoe, Jeremy Freese, and Mary Waters

Publisher: Norton

Edition: 2nd

ISBN: E-book ISBN: 978-0-393-53749-9

***Technology:***

- Computer or laptop: reliable, updated, properly working, compatible with CourseDen, and capable of streaming movies
- Internet: reliable, updated, properly working, compatible with CourseDen, and at a speed capable of streaming movies

#### 4. COURSE INFORMATION

- 1.1. Credit Hours 3
- 1.2. Semester and Year Fall 2022
- 1.3. Course Prerequisites SOCI 1101 or SABH 1101
- 1.4. Location of Class **XXX**
- 1.5. Class Time **XXX**

#### 5. TEACHING, LEARNING METHODS, & COURSE STRUCTURE

##### Delivery Method

The course will be delivered in technology enhanced, face-to-face, hybrid, and online formats. The course will be a combination of instructor lecture, class-wide discussion, small group discussion, as well as active learning exercises.

##### Instructional Approach

The instructor will serve as a guide to facilitate student learning. Instruction will be delivered in a variety of formats including lecture, video, discussion, and learning exercises.

##### Course Structure

The course is composed in a learning module each week of the semester.

#### 6. COURSE SCHEDULE

*This schedule is tentative and might change during the semester depending on how the course evolves. The content is subject to change depending on students' interest and progress. Students will be notified of the changes through announcements either in the class or at the Blackboard course site. If time is mentioned in the course, it refers to the Eastern Time Zone.*

A sample table showing units, lessons, topics, instructional content, assignments, or quizzes and due dates is provided below as a reference.

Course Schedule SABH 4000 Research Methodology, Fall 2022 (SUBJECT TO CHANGE)					
We ek	Dates	Topic	Reading	Narrated Lectures to Review	Assignments Due (by 11:59pm)

<b>Intr o Wk</b>	8/11- 8/14	Introduction to the Course	Syllabus; Start Here Module on CourseDen	Introduction to the Dr. Kirk's Methods Course	Chapter 1 Activity (Discussion), 8/14
			BLOG FOR CH. 1 ACTIVITY: "Research Methods as a Skill-Building Course"		
<b>1</b>	8/15- 8/21	The Art & Science of Social Research	Chapters 1 & 2  "Distinguishing Between Theories and Hypotheses"	1.1 Introduction to Sociological Research  1.2 Approaches to and Methods of Sociological Research  1.3 Steps, Process, Types of Questions in Sociological Research	<i>There is no Ch. 2 Activity</i>
		Research Foundations		2.1 The Role of Theory in Sociological Research  2.2 Theoretical Paradigms  2.3 Elements of Theory  2.4 Steps Testing Theory Through Research	
<b>2</b>	8/22- 8/28	Ethical Issues in Social Science Research	Chapter 3; Appendix B  BLOG POST: "ASA Code of Ethics and On the Run"  SLATE ARTICLE: "The Ethics of Ethnography"	3.1 and 3.2 Basic Elements of Ethical Research  3.3 History of Ethical Issues in Research  3.4 Institutional Review Boards  3.5 Privacy and Confidentiality  3.6 Deception and Misconduct	<i>There is no Ch. 3 Activity</i>

<b>3</b>	8/29 - 9/4	From Concepts to Models	Chapter 4	4.1 and 4.2 Conceptualization and Levels of Measurement	<b>Ch. 4 Activity (Discussion), 9/4</b>	
				4.3 and 4.4 Operationalization and Completing the Research Process		
			LISTEN: "Using Smartphones for Research"			
			NY Times Article: "Transformation of the American Dream"			
<b>4</b>	9/5 - 9/11	Evaluating Research	Chapter 5; "Methods, Stats, Video Games"	5.1 Thinking About Reliability and Validity: Measuring and Tracking Poverty	<b>Ch. 5 Activity (Discussion), 9/11</b>	
			Appendix E	5.2 Reliability		
			GSS Hope & Optimism Module	5.3 Validity		
<b>5</b>	9/12 - 9/18	Sampling Strategies	Chapter 6	6.1 Using Samples to Describe Populations	<b>Ch. 6 SL ACT (assignment), 9/18</b>	
			Appendix F	6.2 Probability Sampling in Practice		<b>IRA: Formulating a Research Question</b>
			BLOG POST FOR CH 6 ACTIVITY: "Understanding the Challenges of Sampling"	6.3 and 6.4 Nonrepresentative Samples & Using Big Data		
			LISTEN: Deborah Carr on Longitudinal Studies	6.5 Sampling in Case-Oriented Research		
<b>6</b>	9/19 - 9/25	Surveys	Ch. 7	TBA	<i>There is no Ch. 7 Activity</i>	
			Appendix C			



The Art & Science of Survey Writing					
<b>7</b>	9/26-10/2	Experiments	Ch. 8	TBA	<b>Chapter 8 Activity (Quiz over Milgram)</b>
			BLOG POST: "Field Experiments and Racism"		<b>IRA: Developing a Hypothesis</b>
			WATCH: Khan Academy Summary of Milgram Experiment		
			WATCH: Short Clip Summary of Milgram Experiment		
<b>8</b>	10/3-10/9	Interviewing	Chapter 11	TBA	<i>There is no Ch. 11 Activity</i>
					<b>IRA: Conceptualization / Operationalization, 10/9</b>
<b>9</b>	10/10 - 10/16	Writing	Chapter 14	TBA	<i>There is no Ch. 14 Activity</i>
			BLOG POST: "Deconstructing Lit Reviews"		<b>IRA: Choose Three Sources, 10/16</b>
			Appendices D & J		
<b>10</b>	10/17 - 10/23	Analyzing Quantitative Data	Chapter 13	TBA	<i>There is no Ch. 13 Activity</i>
			Appendix A		<b>IRA: Choose Research Method, 10/23</b>
			BLOG POST: "Interpreting Numbers"		

<b>11</b>	10/24 - 10/30	Interpreting Qualitative Data	Chapter 17	<b>Ch. 17 Activity (Quiz over Sample Lit Review), 10/30</b>
			READ: Sample Literature Review	
<b>12</b>	10/31 -11/6	Review Other Methods in Text	Skim/review Chs. 9, 10, & 12	<b>RPS: Methods Section, 11/6</b>
		Work on Proposal Components		
<b>13</b>	11/7- 11/13	Review Other Methods in Text		<b>RPS: Literature Review, 11/13</b>
		Work on Proposal Components		
<b>14</b>	11/14 - 11/20	Review Other Methods in Text		<b>RPS: Introduction Section, 11/20</b>
		Work on Proposal Components		
	11/21 - 11/27		<b>Thanksgiving Break</b>	
<b>15</b>	11/28 -12/4		Complete and submit Final Research Proposal	<b>Final Research Proposal, 12/4</b>

## 7. ASSESSMENT METHODS AND GRADING SCALE

### Readings and Lectures

You must complete the assigned readings and watch/listen to the corresponding narrated powerpoint presentations. This will allow for a better understanding of the lecture and give you the opportunity to ask questions.

### Chapter Activities

For several chapters, you will apply your knowledge by reading extra material and answering a few questions, typically related to the most important concepts in each respective chapter. Some activities are timed quizzes (set at 30 minutes for each), while others are discussion threads, and yet others are individual work that you will put in the respective assignment dropbox. You'll want to be sure to have read the chapter at least once before beginning each activity.

### Independent Research Assignments

You will submit the following short assignments designed to help strengthen your understanding of each step of developing a research proposal. You will essentially be creating your Final Research Proposal step-by-step: formulate a research question, develop a hypothesis, conceptualize the concepts in your hypothesis, operationalize your variables, choose your first three sources, and choose the method you propose will work best for your research question. These are found under "Assessments --> Assignments" in CourseDen.

### Research Proposal Components

In addition to the Independent Research Assignments, the Research Proposal Components will help you get a head-start on your Final Research Proposal. Additionally, these assignments will give you the opportunity to get feedback from the instructor on your ideas and writing style. The RPCs include submitting an outline of your proposal, as well as a complete first draft of the introduction section, literature review, and methods section of the research proposal.

### Final Research Proposal

The major project of the course is the final draft of your research proposal. You will act as a social science researcher throughout the semester, proposing in writing a research project. The final proposal will have the following sections: introduction, literature review, methods, and conclusion.

#### Criteria

You will be evaluated based on the scores you earn on all required course assessments.

#### COURSE ASSESSMENTS

Chapter Activities	5 @ 10 points; 1 @ 15 points	65 points
Independent Research Assignments	5 @ various points	80 points
Research Proposal Sections		
Literature Review		25 points
Methods Section		30 points

Introduction to Proposal 10 points

Final Research Proposal 60 points

Total Points Available in Course 270 points

#### Grading Scale and Policy

270 - 243 A

242 - 216 B

215 - 189 C

188 - 162 D

161 and below F

### **8. COURSE POLICIES**

#### Class Attendance

Attendance Verification is required by the due date. Failure to complete attendance verification by the due date may result in the student being withdrawn from the course. I will take weekly attendance (for both face-to-face and online formats), however, students do not earn credit for attending class.

#### Class Participation

Students are expected to actively participate in the class, and student participation is graded. Students are required to participate in the class with utmost respect for other students and the instructor. This includes but is not limited to using respectful language and tone of voice (both audible voice and the written voice) as well as demonstrating academic integrity and honesty. An incident of disrespectful behavior in the course may result in an academic withdrawal.

#### Academic Integrity & Honesty

Students read and agree to the UWG Honor Code, which includes academic honesty and integrity, when they apply to UWG. Students are responsible for knowing and understanding this policy. Students will be held to this standard.

A copy of the Academic Honor Code Pledge Statement that each student has signed is available for review in the [student handbook](#) For more information and definitions on cheating, plagiarism, and academic honesty and integrity, click the Honor Code and Appendix A.

Any incident of academic dishonesty, intended or unintended, whether the assignment is worth 1% or 75%, will be reported to the appropriate university offices and result in an F

for the course. If this a student already has a violation reported, I will seek her/his expulsion from the University.

**Late/Make Up Assignments:**

Under most circumstances, I will not accept late work and do not give make up work. In face-to-face classes, I will allow students who miss unannounced, in-class exercises due to severe/contagious illness or UWG sponsored event to make up the exercises during my next office hours.

**Syllabus**  
SABH 4003 Applied Statistics for Sociology  
(to be crosslisted with SOCI 4003)

	College of Arts, Culture, & Scientific Inquiry Department of Anthropology, Psychology, & Sociology Dr. Pam Kirk Professor
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**1. COURSE OBJECTIVES**

By the end of the course, the student will be able to accurately and effectively achieve the following:

- Correctly select the level of measurement of a variable and justify this decision.
- Be able to compute measures of central tendency and dispersion for variables at a variety of levels of measurement.
- Be able to explain the difference between descriptive and inferential statistics.
- Demonstrate through assignments and quizzes competence in calculating and interpreting different statistical concepts at the introductory statistics level.
- Be able to apply knowledge of statistical methods on different areas of social problems

**2. COURSE DESCRIPTION**

*Catalog description*

Introduction to statistical methods used in the analysis of quantitative social science data. This course focuses on applying common statistical techniques to real-world problems. Students will also gain experience explaining statistical analysis to both technical and non-technical audiences.

*UNIVERSITY POLICIES*

Common Language for course syllabi:

<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

**3. TEXTBOOK AND COURSE MATERIALS**

***Texts:***

*Statistics: A Tool for Social Research and Data Analysis (11th Edition) by Joseph F. Healey and Christopher Donoghue.*

***Technology:***

- Computer or laptop: reliable, updated, properly working, compatible with CourseDen, and capable of streaming movies
- Internet: reliable, updated, properly working, compatible with CourseDen, and at a speed capable of streaming movies

#### 4. COURSE INFORMATION

- 1.1. Credit Hours 3
- 1.2. Semester and Year Spring 2021
- 1.3. Course Prerequisites SOCI 1101 or SABH 1101
- 1.4. Location of Class **XXX**
- 1.5. Class Time **XXX**

#### 5. TEACHING, LEARNING METHODS, & COURSE STRUCTURE

##### Delivery Method

The course will be delivered in technology enhanced, face-to-face, hybrid, and online formats. The course will be a combination of instructor lecture, class-wide discussion, small group discussion, as well as active learning exercises.

##### Instructional Approach

The instructor will serve as a guide to facilitate student learning. Instruction will be delivered in a variety of formats including lecture, video, discussion, and learning exercises.

##### Course Structure

The course is composed in a learning module each week of the semester.

#### 6. COURSE SCHEDULE

*This schedule is tentative and might change during the semester depending on how the course evolves. The content is subject to change depending on students' interest and progress. Students will be notified of the changes through announcements either in the class or at the Blackboard course site. If time is mentioned in the course, it refers to the Eastern Time Zone.*

A sample table showing units, lessons, topics, instructional content, assignments, or quizzes and due dates is provided below as a reference.

**Course Schedule SABH 4003 Applied Stats for Sociology, Spring 2021**

We ek	Date	Topic	Reading	Assignments Due (always by 11:59pm)	Notes
<b>Part 1: Descriptive Statistics</b>					
1	11-Jan	Introductio n to the Course	Intro, Syllabus		
1	13-Jan	Basics & Frequency Tables	Ch. 1 p. 1-10	Orientation Homework, 1/16	Note: Add/Drop ends 1/15
2	<b>18-Jan</b>	<b>Dr. Martin Luther King Jr. Day, No Classes</b>			
2	20-Jan	Distributio n Graphs	Ch. 1 p. 11-18	Ch. 1 Homework, 1/23	
3	25-Jan	The Mean	Ch. 2 p. 27-37		NOTE: Roster Verification January 25
3	27-Jan	Variance & Std. Deviation	Ch. 2 p. 37-41	Ch. 2 HW, Part 1, 1/30	
4	1-Feb	Z Scores	Ch. 2 p. 42-48	Ch. 2 HW, Part 2, 2/6	
5	8-Feb	<i>learning from home</i>			
5	10-Feb	<i>learning from home</i>			
6	<b>15-Feb</b>	Scatter Diagram	Ch. 3 p. 59-63		
6	<b>17-Feb</b>	Correlation Coefficient	Ch. 3 p. 64-78	Ch. 3 HW, 2/20	
7	<b>22-Feb</b>	<b>REVIEW for Exam 1</b>			
7	<b>24-Feb</b>	<b>Time at home to complete Exam 1</b>		<b>Exam 1 DUE 2/27 by 11:59pm</b>	
<b>Part 2: Basics of Inferential Statistics</b>					
8	1-Mar	Normal Curve	Ch. 4 p. 102-113		
8	3-Mar	Probability ; Sample & Population	Ch. 4 p. 114-124	Ch. 4 Homework, 3/6	Note: 3/4 is last day to withdraw with a W
9	8-Mar				
9	10-Mar	Hyothesis Testing Logic I	Ch. 5 p. 128-137		
	<b>3/15-3/19</b>	<b>Spring Break Week - No Classes</b>			



10	22-Mar	Hypothesis Testing Logic II	Ch. 5 p. 137-146		Note: Summer/Fall 2021 Registration begins
10	24-Mar	Distribution of Means	Ch. 6 (p. 153-161)	Ch. 5 HW, 3/27	
11	29-Mar	Hypo Testing with $N > 1$ & Confidence Intervals	Ch. 6 (p.162-174)		
11	31-Mar	Effect Size, Power I	Ch. 7 (p. 182-192)	Ch. 6 HW, 4/3	
12	5-Apr	Effect Size, Power II	Ch. 7 (p.193-205)	Ch. 7 HW, 4/8 THIS HOMEWORK IS DUE ON A THURSDAY	
12	7-Apr	Review	Review	Exam 2 DUE by 4/10 at 11:59pm	
<b>Part 3: t Test &amp; Analysis of Variance</b>					
13	12-Apr	One-Sample t Test	Ch. 8		
13	14-Apr	Dependent Means t Test	Ch. 8		
14	19-Apr	Independent Means t Test I	Ch. 9	Ch. 8 HW, 4/17	
14	21-Apr	Independent Means t Test II	Ch. 9		
15	26-Apr	One-Way Analysis of Variance	Ch. 10	Ch. 9 HW, 4/24	
15	28-Apr	Review for Final Exam	Review	Ch. 10 HW, 5/1	
Finals	5/5-5/11	Final Exam: Wednesday May 5 from 11am to 1pm			Note: Spring 2021 Graduation is May 12

**7. ASSESSMENT METHODS AND GRADING SCALE**

Complete in-class quizzes – 11 total, lowest score dropped (10 quizzes X 5 pts each). In-class quizzes presume your presence at all class periods. Missing a class period in which a quiz is administered will result in your failure of that quiz. Given that you may miss one quiz (the lowest score of all quizzes will be dropped), no make-up quizzes will be administered. (4) Complete homework assignments – 11 total, lowest score dropped (10 homeworks X 10 pts each) These assignments are provided in the Dropbox portion of CourseDen. They are due as indicated on the course schedule. Most of them include an assignment from the Salkind Excel

book in addition to some stats problems you learn in the Healey chapters. Given that you may miss one homework assignment (the lowest score of all homework assignments will be dropped), no make-up homework assignments will be administered. (5) Complete in-class exams – 4 exams X 50 pts each

#### Grading Breakdown & Scale

In-class quizzes: 10 X 5pts each (~1.4% each) = 50 points (~14% all)

Homework: 10 X 10 pts each (~2.8% each) = 100 points (~28.6% all)

Exams: 4 X 50 pts each (~14% each) = 200 points (~57% all)

Total Points Available in Course 350

350-315 = A; 314-280 = B; 279-245 = C; 244-210 = D; 209 and below = F

### **8. COURSE POLICIES**

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to severe/contagious illness or UWG sponsored event to make up the exercises during my next office hours.

# Stand Alone Interdisciplinary Certificate in Musical Theatre

2022-2023 Undergraduate Revise Program Request

## 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](mailto: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 [curriculog@westga.edu](mailto:curriculog@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 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.

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

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\*** Stand Alone Interdisciplinary Certificate in Musical Theatre

**Program ID - DO NOT EDIT\*** 18

**Program Code - DO NOT EDIT** 18

**Program Type\***

**Degree Type\***

**Program Description\*** Description

The Interdisciplinary Certificate in Musical Theatre provides students of musical theatre the opportunity to take courses in the three facets of the discipline: Theatre, Music, and Dance. Students must audition to be admitted into the certificate program. This is a 17 credit hour interdisciplinary (Music, Theatre, Dance), stand alone certificate in musical theatre.

Admission Requirements:

Students must be degree-seeking at the University of West Georgia.

Students must audition to be admitted into the Musical Theatre Certificate Program.

Certificate Learning Outcomes

The Interdisciplinary Certificate in Musical Theatre will:

Provide focused introductory training in singing, dancing, and acting;

Introduce students to the complexity of training to be a performer;

Identify the training and skills needed to be a triple threat for the stage and film;

Provide a safe environment for the student artist to flourish.

Student Learning Outcomes:

By the completion of this certificate, students will:

Develop and apply acting skills to the music, scene, and dance work covered in class sessions;

Demonstrate the ability to perform dance and movement for the Musical Theatre;

Apply note reading skills in the rehearsal and performance of a song.

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

Carrollton

**Curriculum Information**

## **17 Credit Hours**

**THEA 1291 Voice and Movement I**

**THEA 2291 Developing A Character**

**THEA 3591 Musical Theatre Technique**

**THEA 4412 The Business of Acting**

**MUSC 1201 Class Piano I**

**MUSC 2610C Non-Music-Major Applier: Voice**

**[After] Select One**

**THEA 2380 Special Topics in Performance**

**THEA 2391 Fundamentals of Ballet**

**THEA 2393 Beginning Jazz**

**THEA 2395 Musical Theatre Dance**

**[Before]Select One**

**MUSC 2750 Concert Choir**

**MUSC 2760 Chamber Singers**

**MUSC 2770 Opera Workshop**



## PROGRAM CURRICULUM


**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto: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\*** We would like to give students in the Musical Theatre Certificate the option of taking any of the dance courses that might be offered in a given year. We found that if we require only THEA 2395: Musical Theatre Dance, then that will be the only dance course we can offer. By giving students the option of taking either THEA 2395: Musical Theatre Dance, or THEA 2380: Special Topics in Performance (which could focus on a dance technique/style like Hip Hop or Tap, for example), or THEA 2391: Fundamentals of Ballet, or THEA 2393: Beginning Jazz, we take away any obstacles to take a dance course for the certificate. Any of these dance courses will be good for students to take for this certificate as they all concentrate on body movement and discipline. The amount of credit hours for the certificate remains the same at 17. This only gives students more options and since we have these other dance courses in the catalog, it seems logical to give students this choice.

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

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to [rakins@westga.edu](mailto:rakins@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 documentsI 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.

**Program Map  
Musical Theatre Certificate  
Stand Alone**

**YEAR 1**

TERM 1		TERM 2	
Course	Credits	Course	Credits
THEA 1291	3	MUSC 2750 or 2760 or 2770	1
SEMESTER TOTAL	3	SEMESTER TOTAL	1
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Complete ENGL 1101; Required to earn C or higher.</li> </ul>		<ul style="list-style-type: none"> <li>Complete ENGL 1102; Required to earn C or higher.</li> </ul>	

**YEAR 2**

TERM 1		TERM 2	
Course	Credits	Course	Credits
THEA 2291	3	THEA 2395 or 2380 or 2391 or 2393	2
MUSC 1201	1	MUSC 2601C	1
SEMESTER TOTAL	4	SEMESTER TOTAL	3
Milestones		Milestones	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
THEA 3591	3		
SEMESTER TOTAL	3	SEMESTER TOTAL	
Milestones		Milestones	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
THEA 4412	3		
SEMESTER TOTAL	3	SEMESTER TOTAL	
Milestones		Milestones	

# Certificate

## Musical Theatre

Student Learning Outcome	Strategic Plan Connection	Measure/Method
Develop and apply skills to the music, scene, and dance work covered in the certificate program.	1, 2, 3	Student must audition to get into the certificate program; class experience in MUSC 1201, 2610C, 2750/2760/2770, THEA 1291, 22291, 4412, 2380/2391/2393/2395
Demonstrate the ability to perform dance and movement for the stage.	1, 2, 3	Showcase performance; casting in Musical
Apply note reading skills in the rehearsal and performance of a score.	1, 2, 3	MUSC 1201: Class Piano THEA 3591: Musical Theatre Technique

Success Criterion	AY1 4	AY1 5	AY1 6	AY1 7	Interpretation & Use of Results	Improvement Plan
Faculty committee approval; grades of D or higher in courses listed in column C						
Faculty committee approval; cast in annual musical through successful audition						
Grades of D or higher in MUSC 1201 and THEA 3591						

<b>INSTRUCTIONS</b>	<b>CURRICULUM MAPPING TEMPLATE</b>							
<p><b>1. Insert your Department</b> (Ex: English, Education, Biology, Criminology, etc.)</p> <p><b>2. Insert your specific Degree Program</b> (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)</p> <p><b>3. Under the "Courses" Column, list out the individual courses for your specific degree program.</b> (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)</p> <p><b>4. Under each "PL-SLO", list out your specific program level student learning outcomes.</b> (Ex: Student demonstrates competence in critical thinking.)</p> <p><b>5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.</b></p> <p>In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.</p> <p><b>6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.</b></p>	<b>DEPARTMENT:</b>	Weaving		<b>PL-SLO 1</b>	<b>PL-SLO 2</b>	<b>PL-SLO 3</b>	<b>PL-SLO 4</b>	<b>PL-SLO 5</b>
	<b>PROGRAM:</b>	Underwater basket weaving	<b>COURSES</b>	Develop and apply acting skills to the music, scene, and dance work covered in class sessions	Demonstrate the ability to perform dance and movement for the Musical Theatre	Apply note reading skills in the rehearsal and performance of a song		
		1	MUSC 1201			I		
		2	MUSC 2610C			I		
		3	MUSC 2750 OR			R		
	<p><b>INTRODUCED:</b> Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.</p>	4	MUSC 2760 OR			R		
		5	MUSC 2770			R		
		6	THEA 1291	I	I			
		7	THEA 2291	I				
	<p><b>REINFORCED:</b> Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.</p>	8	THEA 2380 OR		I			
		9	THEA 2391 OR		I			
		10	THEA 2393 OR		I			
		11	THEA 2395		I			
		12	THEA 3591	R	R	R		
	<p><b>MASTERED:</b> Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.</p>	13	THEA 4412	M	M	M		
		14						
		15						
		16						
		17						
		18						
		19						
	<p><b>***Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.</b></p>	20						
		21						
		22						



# Economics, B.B.A.

## 2022-2023 Undergraduate Revise Program Request

### 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](mailto: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 [curriculog@westga.edu](mailto: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 the addition/change related to core, honors, or XIDS courses\*  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.

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

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\* Economics, B.B.A.

Program ID - DO NOT EDIT\* 18

Program Code - DO NOT EDIT\* 18

Program Type\*

Degree Type\*

Program Description\* Accreditation: AACSB

Learning Outcomes (LO)  
For Bachelor of Business Administration (B.B.A.) Economics Majors, we expect graduating students will meet the learning outcomes found at [https://www.westga.edu/academics/business/economics/academic\\_programs.php](https://www.westga.edu/academics/business/economics/academic_programs.php)

Status\*  Active-Visible  Inactive-Hidden

Program Location\*

## Curriculum Information

## Requirement

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

Core Curriculum

### Core Area A

(Grade of C or higher)

must include:

**MATH 1111 College Algebra  
[Right] (or)**

**MATH 1113 Precalculus**

### Core Area D

should include:

**MATH 1413 Survey of Calculus**

### Core Area F: 18 Hours

### A: 6 Hours

**ACCT 2101 Principles of Accounting I  
ACCT 2102 Principles of Accounting II**

## **B: 6 Hours**

**ECON 2105 Principles of Macroeconomics**  
**ECON 2106 Principles of Microeconomics**

## **C: 3 Hours**

**BUSA 2106 Legal and Ethical Environment of  
Business**

## **D: 3 Hours**

**CISM 2201 Foundations of Business and  
Spreadsheet Analysis**

## **Required Supporting Courses:**

The following courses must be taken as electives if not taken to satisfy the Core requirements:

**ECON 2105 Principles of Macroeconomics**  
**ECON 2106 Principles of Microeconomics**  
**ACCT 2101 Principles of Accounting I**  
**ACCT 2102 Principles of Accounting II**  
[Before] and

**MATH 1111 College Algebra**  
[Right] (or)

**MATH 1113 Precalculus**  
[After] and

**MATH 1413 Survey of Calculus**  
**BUSA 2106 Legal and Ethical Environment of  
Business**  
**CISM 2201 Foundations of Business and  
Spreadsheet Analysis**

## **Major Courses:**

## **Business Core: 27 Hours**

**ABED 3100 Business Communication**  
**CISM 3330 Management of Information Systems**  
**ECON 3402 Statistics for Business I**  
**ECON 3406 Statistics for Business II**  
**FINC 3511 Corporate Finance**  
**MGNT 3600 Management**  
**MGNT 3615 Operations Management**  
**MKTG 3803 Principles of Marketing**

## **International Select**

**ECON 4450 International Economics**  
**[Right] (or)**

**FINC 4521 International Finance**  
**[Right] (or)**

**MKTG 4866 International Marketing**  
**[Right] (or)**

**MGNT 4625 International Management**

## **Major Courses: 24 Hours**

**ECON 3410 Macroeconomic Policy**  
**ECON 3411 Intermediate Microeconomics**  
**ECON 4484 Seminar in Economics**  
**[After] 4 ECON electives above 3000**

**MGNT 4660 Strategic Management**

## **Electives: 9 Hours**

**At least three hours of electives must be in the RCOB**

**Total: 120 Hours**

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact [curriculog@westga.edu](mailto: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\*** We are removing Forecasting from the required courses of the major. Forecasting is taught once a year and is hybrid. Additionally, it has presented a barrier to graduation because of

...one year and is, in that manner, it has presented a barrier to graduation because of its content. We have replaced Forecasting with an ECON elective. This allows the major to be completed as a fully online degree which aligns with existing university RPG priorities.

**If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.** we are not making any change

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [rakins@westga.edu](mailto:rakins@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** This isn't a SACSCOC substantive change.



## REQUIRED ATTACHMENTS

ATTACH the the following required documentsI 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.

**2022-2023 Academic Year  
Program Map  
B.B.A. in Economics**

**YEAR 1**

TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101: English Composition I	3	ENGL 1102: English Composition II	3
MATH 1111 or 1113: College Algebra or Precalculus	3	CISM 2201: Foundations of Business and Spreadsheet Analysis	3
ECON 2106: Principles of Microeconomics	3	Area D1: Natural Science w/Lab	4
HIST 1111 or HIST 1112: Survey of World History/Civilization 1 or Survey of World History/Civilization II	3	MATH 1413: Survey of Calculus	3
XIDS 2002: First Year Seminar	2	ECON 2105: Principles of Macroeconomics	3
<b>SEMESTER TOTAL</b>	<b>14</b>	<b>SEMESTER TOTAL</b>	<b>16</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>• Complete ENGL 1101; Required to earn C or higher.</li> <li>• Complete MATH 1111 or 1113 with C or higher.</li> </ul>		<ul style="list-style-type: none"> <li>• Complete ENGL 1102; Required to earn C or higher.</li> <li>• Complete Lab Science and Area D2 Math.</li> <li>• Earn at least 30 credit hours by end of Year 1.</li> <li>• Complete CISM 2201, ECON 2105, and ECON 2106.</li> </ul>	

**YEAR 2**

TERM 1		TERM 2	
Course	Credits	Course	Credits
Area C2: Humanities	3	Free Elective	3
Area D1: Approved Natural Science	3	Area E4: Social Science	3
POLS 1101: American Government	3	ACCT 2102: Principles of Accounting II	3
ACCT 2101: Principles of Accounting I	3	Area C1: Fine Arts	3
Area B1: Written and Oral Communications	3	HIST 2111 or HIST 2112: US History I (to 1865) or US History II (since 1865)	3
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>• Complete non-lab science.</li> <li>• Earn 2.00 GPA or above in Core F—Major Specific Courses</li> <li>• Major Status Achieved: Complete ENGL 1101, MATH 1111 or 1113, MATH 1413, ACCT 2101, ECON 2105 or ECON 2106, have a minimum 2.00 GPA with at least 45 earned credit hours.</li> </ul>		<ul style="list-style-type: none"> <li>• Earn 2.00 GPA in Core F—Major Specific Courses</li> <li>• PWLA courses will not count toward electives.</li> <li>• Earn at least 60 credit hours after year 2.</li> </ul>	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ECON 3402: Statistics for Business I	3	ECON 3411: Intermediate Microeconomics	3
ECON 3410: Macroeconomic Policy	3	ECON 3406: Statistics for Business II	3
BUSA 2106: Legal and Ethical Environment for Business	3	MGNT 3600: Management	3
MKTG 3803: Principles of Marketing	3	CISM 3330: Management of Information Systems	3
ECON Elective	3	FINC 3511: Corporate Finance	3
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>• Complete Core A – F.</li> <li>• Earn 2.00 GPA or above in Business Core.</li> <li>• Earn 2.00 GPA or above in Major Courses. Only one grade of “D” allowed in Major Courses.</li> <li>• Econ Elective – ECON 3400, ECON 3420, ECON 3425, ECON 3440, ECON 3450, ECON 3458, ECON 3460, ECON 3480, ECON 3480, ECON 3490, ECON 4410, ECON 4420, ECON 4440, ECON 4450, ECON 4470, ECON 4475, or ECON 4480</li> </ul>		<ul style="list-style-type: none"> <li>• Earn 2.00 GPA or above in Business Core</li> <li>• Earn 2.00 GPA or above in Major Courses. Only one grade of “D” allowed in Major Courses.</li> <li>• Earn at least 90 credit hours after year 3.</li> </ul>	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ECON Elective	3	ECON 4484: Seminar in Economics	3
ECON Elective	3	ECON Elective	3
MGNT 3615: Operations Management	3	Elective	3
International Select	3	MGNT 4660: Strategic Management	3
RCOB Elective	3	ABED 3100: Business Communication	3
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>• Earn 2.00 GPA or above in Business Core.</li> <li>• Earn 2.00 GPA or above in Major Courses. Only one grade of “D” allowed in Major Courses.</li> <li>• RCOB Elective must be a three-credit hour additional business course. PWLA courses will not apply towards electives.</li> <li>• International Select options – FINC 4521, ECON 4450, MGNT 4625, or MKTG 4866.</li> <li>• Econ Elective - ECON 3400, ECON 3420, ECON 3425, ECON 3440, ECON 3450, ECON 3458, ECON 3460, ECON 3480, ECON 3480, ECON 3490, ECON 4410, ECON 4420, ECON 4440, ECON 4450, ECON 4470, ECON 4475, or ECON 4480</li> </ul>		<ul style="list-style-type: none"> <li>• Earn 2.00 GPA or above in Business Core.</li> <li>• Earn 2.00 GPA or above in Major Courses. Only one grade of “D” allowed in Major Courses.</li> <li>• Econ Elective—ECON 3400, ECON 3420, ECON 3425, ECON 3440, ECON 3450, ECON 3458, ECON 3460, ECON 3480, ECON 3480, ECON 3490, ECON 4410, ECON 4420, ECON 4440, ECON 4450, ECON 4470, ECON 4475, or ECON 4480</li> <li>• MGNT 4660 prerequisites include ACCT 2101, ACCT 2102, BUSA 2106, CISM 2201, ECON 2105, ECON 2106, ECON 3402, FINC 3511, MGNT 3600, and MKTG 3803.</li> <li>• PWLA courses will not apply towards electives.</li> <li>• Earn at least 120 total credit hours after year 4.</li> </ul>	

# CRIM - 4270 - Death Penalty

2022-2023 Undergraduate New Course Request

## Introduction

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective  
Semester\*

Fall

Desired Effective  
Year\*

2022

## 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](mailto:curriculog@westga.edu).

College - School/  
Department\*

Department of Civic Engagement and Public Service

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 College course?\*  Yes  No

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

## Course Information

Course Prefix\*

CRIM

Course Number\* 4270

Course Title\* Death Penalty

Long Course Title

Course Type\*

Criminology

**Catalog Course Description\*** This course will cover the history of death penalty in America; analyze legal arguments for and against the death penalty; examine the methods of execution; explore the impact of death penalty upon various actors; discuss issues of age, race and gender and the death penalty; and discuss theories of punishment and the death penalty.

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** CRIM 1100 - Introduction to Criminal Justice

**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\***

Undergraduate Standard Letter

## Justification and Assessment

**Rationale\*** Death Penalty has been offered as a special topics course in the Criminology curriculum since 2015. This course counts in the Legal Studies area in the Criminology curriculum as well as upper-division Criminology course or general elective. Current UWG courses in CRIM do not cover this topic and allow students to explore an often-understudied sector of criminal justice/criminology. We propose to add this course to the curriculum with a permanent course number rather than teaching it as a special topics course (CRIM 4280).

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

1. Define key concepts related to the death penalty;
2. Critically evaluate scientific evidence related to the death penalty; and
3. Discuss socio-economic and racial biases as they pertain to the death penalty.

## 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.

# Death Penalty

## CRIM-4280

Spring 2021 Section E04 3 Credits 01/09/2021 to 05/11/2021 Modified 01/13/2021

### Description

This course will focus on a particular issue being dealt with by the criminal justice system today. Students will critically examine the issue and related research and theories. The social context of the issue will be explored as well as possible actions to address the problem. Course is repeatable for credit.

#### Requisites

Prerequisites:

CRIM 1100

Corequisites:

### Contact Information

#### Dr. Gavin Lee

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

Note: I am not on campus this semester, so email will be the only way to contact me.

### Meeting Times

No meeting times. This class is online.

### Materials

#### Netflix

A Netflix subscription is required for this course.

#### Class Text

Deathquest (5th Edition) by Robert M. Bohm

- ISBN-13 : 978-1138940888

The 5th edition is necessary for this class. The 4th edition is not adequate.

### Outcomes

-Through exams and a final project, students will adapt written communication to clearly elucidate concepts and themes.



-Through engagement with the interdisciplinary, academic theme of the course, students will recognize and begin to implement the skills necessary to be able to focus on, and discuss, a contemporary and/or enduring topic, question, or problem.

## ✓ Evaluation

---

### Breakdown

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

## ☰ Assignments

---

Paper (1 paper, 100 points).

The paper is due by 11:59 pm on April 25th.

No late work will be accepted.

There will be one paper during the semester. This is a writing assignments based on your own research Students are required to cites using APA.

Correct use of APA and grammar is worth 20% of this paper.

Here is a helpful website with APA citation: <https://owl.english.purdue.edu/owl/resource/560/01/>

It is vital that you follow APA citation with the following exceptions...do NOT quote from any your sources at all and I do not require an abstract. Always paraphrase (i.e. use all your own words).

The essay prompt is as follows:

- Choose an execution that has taken place in the US since 1976
- Discuss the circumstances of the crime
- Discuss applicable Supreme Court cases
- Discuss the method of execution used
- If the execution was botched fully discuss
- Discuss the appeals process in the case you have chosen
- Discuss evidence of innocence if any
- Discuss evidence of discrimination (of any kind) if any
- Discuss the costs associated with the case

This paper should be at least 1500 words long. (Not including cover page and reference page).

You must use at least five scholarly sources not including the class textbook.

No late work will be accepted whatsoever!

**Exams (3 exams, 300 points of final grade total, 100 points per exam)**

Questions will may be made up of multiple choice, true/false, or short answer, etc.

There will be no make-up quizzes. Please study for these tests.

The exams are based on ALL of the required readings and ALL material covered in the lectures/videos.

## 📅 Schedule

---

Note: This schedule is subject to change.

There WILL be additional required readings and assigned videos not listed on the syllabus, which will be announced and available on CourseDen.

Week	Class Date	Topic	Reading/Assignment
Week 1	Jan 11-17	Introduction	
Week 2	Jan 18-24	History of Capital Punishment in the US	Chapter 1
Week 3	Jan 25-31	The Supreme Court (Pre-modern)	Chapter 2
Week 4	Feb 1-7	Legality	Chapter 3
Week 5	Feb 8-14	The Supreme Court (Modern period)	Chapter 4
Week 6	Feb 15-21	The Supreme Court (Modern period)	Chapter 4
Week 7	Feb 22-28	Exam 1	N/A
Week 8	Mar 1-7	Federal, US Military, and Globally	Chapter 5
Week 9	Mar 8-14	Methods of Execution	Chapter 6
Week 10	Mar 22-28	Deterrence	Chapter 7
Week 11	Mar 29-Apr 4	Incapacitation and Cost	Chapter 8
Week 12	Apr 5-11	Exam 2	N/A
Week 13	Apr 12-18	Miscarriages of Justice	Chapter 9
Week 14	Apr 19-25	Arbitrariness and Discrimination	Chapter 10

Week	Class Date	Topic	Reading/Assignment
Week 15	Apr 26 - May 2	Retribution, Religion, and Public Opinion	Chapters 11 AND 12
Week 16/Finals Week	May 3-11	Exam 3	

## \* Course Policies and Resources

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### Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities

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

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

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

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

## Additional Items

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# CRIM - 4275 - Serial Murder

2022-2023 Undergraduate New Course Request

## 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.

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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](mailto: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](mailto: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 College course?  Yes  No

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

## Course Information

Course Prefix\*

Course Number\* 4275

Course Title\* Serial Murder

Long Course Title

Course Type\*

**Catalog Course Description\*** This course critically examines serial killers and explores myths and facts associated with the most popular case examples. Students in the course will explore the psychopathology and development of serial killers as well as their portrayal in mass media and the effect on culture and society.

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 [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRIM 1100 - Introduction to Criminal Justice

**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\***

Undergraduate Standard Letter

## Justification and Assessment


**Rationale\*** Serial Murder has been offered as a special topics course in the Criminology curriculum since 2016. This course counts as an upper-division Criminology course or general elective. Current UWG courses in CRIM do not cover this topic and allow students to explore an often-understudied sector of criminal justice/criminology. We propose to add this course to the curriculum with a permanent course number rather than teaching it as a special topics course (CRIM 4280).

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

1. Identify and define key terms in serial murder
2. Identify and define key theoretical issues related to serial murder
3. Critically evaluate the presentation of serial murder in the media.



## 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.

# Serial Murder

## CRIM-4280

Fall 2020 Section E03 3 Credits 08/12/2020 to 12/05/2020 Modified 08/10/2020

### Description

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This course will focus on a particular issue being dealt with by the criminal justice system today. Students will critically examine the issue and related research and theories. The social context of the issue will be explored as well as possible actions to address the problem. Course is repeatable for credit.

#### Requisites

Prerequisites:

CRIM 1100

Corequisites:

### Contact Information

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#### Dr. Gavin Lee

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

Note: I am not on campus this semester, so email will be the only way to contact me.

### Meeting Times

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No meeting times. This class is online.

### Materials

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#### Serial Murderers and Their Victims

Author: Eric Hickey

Publisher: Cengage

Edition: 7th

#### Netflix

A Netflix is required for the entire semester.

#### Podcast

You must have access to "The Serial Killer Podcast." Podcasts are available at: <https://www.podcastone.com/the-serial-killer-podcast>

### Outcomes

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- Identify and define key terms in serial murder
- Identify and define key theoretical issues related to serial murder

- Critically evaluate the presentation of serial murder in the media.

## ✓ Evaluation

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### Breakdown

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

## ☰ Assignments

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### Paper (1 paper, 100 points)

There will be one paper during the semester. These are writing assignments based on the reading and lectures. Students are required to cite the readings using APA.

Correct use of APA and grammar is worth 20% of this paper.

Here is a helpful website with APA citation: <https://owl.english.purdue.edu/owl/resource/560/01/>

It is vital that you follow APA citation exactly.

Also, do NOT quote from your sources at all. Always paraphrase (i.e. use all your own words).

The term paper prompt is as follows:

Read at least 7 scholarly articles dealing with the issue of “Offender Profiling” as it pertains to serial murder.

Using specific and cited examples explain the real science of offender profiling and discuss its usefulness and limitations.

This paper should be at least 1000 words long. (Not including cover page and reference page).

### Exams (2 exams, 100 points each)

Questions will primarily be multiple choice, but may also contain true/false, short answer, etc. There will be no make-up quizzes. Please study for these tests. The exams are based on ALL of the required readings and ALL material covered any other course material.

## 📅 Schedule

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Note: This schedule is subject to change.

In addition to reading from your textbook listed on the syllabus, there WILL be additional required readings and assigned videos not listed on the syllabus, which will be announced and available on CourseDen.

Week	Class Date	Topic	Reading/Podcasts/Video
Week 1	Aug 12-16	Introduction to course	Chapter 1
Week 2	Aug 17-23	Monsters, Demons and, Evil	Chapter 2
Week 3	Aug 24-30	Psychopathology and Biogenics	Chapter 3

Week	Class Date	Topic	Reading/Podcasts/Video
Week 4	Aug 31-Sept 6	Social Construction of Serial Murder	Chapter 4
Week 5	Sept 7-13	Sexual Predators	Chapter 5
Week 6	Sept 14-20	Sexual Predators	Chapter 5
Week 7	Sept 21-27	Sexual Predators	Chapter 5
Week 8	Sept 28-Oct 4	Healthcare Killers	Chapter 6
Week 9	Oct 5-11	<b>Exam Week</b> <b>Exam #1</b>	
Week 10	Oct 12-18	The Female Serial Murderer	Chapter 9
Week 11	Oct 19-25	The Male Serial Murderer	Chapter 7
Week 12	Oct 26-Nov 1	Team Killers	Chapter 8 <b>Paper due Nov 1 at 11:59 PM</b>
Week 13	Nov 2-8	The Victims of Serial Murder	Chapter 10
Week 14	Nov 9-15	Serial Murder Worldwide	Chapter 11
Week 15	Nov 16-22	Responding to Serial Murder	Chapter 12
Week 16	Nov 23-25	Responding to Serial Murder  EXAM 2 DUE BY 11.59 pm Dec3rd	Chapter 12

## \* Course Policies and Resources

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# CRIM - 4290 - Criminal Mind

2022-2023 Undergraduate New Course Request

## Introduction

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Desired Effective  
Semester\*

Fall

Desired Effective  
Year\*

2022

## Routing Information

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College - School/  
Department\*

Department of Civic Engagement and Public Service



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 College course?  Yes  No

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

## Course Information

Course Prefix\*

CRIM

Course Number\* 4290

Course Title\* Criminal Mind

Long Course Title

Course Type\*

Criminology

**Catalog Course Description\*** This course will survey the research and theories related to the psychology behind criminal behavior. The course will look at the risk factors associated with juvenile delinquency and criminal behavior. The course will also cover psychological factors associated with mental illness and crime, homicide, and sex offenses.

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 [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRIM 1100 - Introduction to Criminal Justice

**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\*** Criminal Mind has been offered as a special topics course in the Criminology curriculum since 2015. This course counts as an upper-division Criminology course or general elective. Current UWG courses in CRIM do not cover this topic and allow students to explore an often-understudied sector of criminal justice/criminology. We propose to add this course to the curriculum with a permanent course number rather than teaching it as a special topics course (CRIM 4280).

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

1. Define crime and juvenile delinquency (T, D1)
2. Discuss risk factors for criminal behavior (T, E, D2, D3, D4, D5)
3. Discuss the role mental illness plays in criminal behavior (E, T, D3, D7, D8, D9)
4. Describe the different types of crime (T)
5. Discuss the role drugs and alcohol play in criminal behavior (T, E, D14, D11)

### 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** 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.

# Criminal Mind

## CRIM-4280

Summer 2020 Section E02 3 Credits 06/01/2020 to 06/25/2020 Modified 05/07/2020

### Description

This course will focus on a particular issue being dealt with by the criminal justice system today. Students will critically examine the issue and related research and theories. The social context of the issue will be explored as well as possible actions to address the problem. Course is repeatable for credit.

#### Requisites

Prerequisites:

CRIM 1100

Corequisites:

### Contact Information

Instructor: Patricia Riley

Class Meeting: Online Section

Telephone (direct) 615 714 0510

Telephone (department) 678 839 5159

Online Hours: M-F 8-5 Weekends / nights by appointment

Westga email: [priley@westga.edu](mailto:priley@westga.edu)

### Materials

Bartol, Curt R. and Bartol, Anne M. (2017). Criminal Behavior A psychological approach -11th Edition. Pearsons ISBN 9780134163741

### Outcomes

1. Learning Outcomes – (Assessments to meet outcomes E=essay, T=test, D=discussion questions. At the end of the semester students will be able to:
  2. Define crime and juvenile delinquency (T, D1)
  3. Discuss risk factors for criminal behavior (T, E, D2, D3, D4, D5)
  4. Discuss the role mental illness plays in criminal behavior (E, T, D3, D7, D8, D9)
  5. Describe the different types of crime ( T)
  6. Discuss the role drugs and alcohol play in criminal behavior (T, E, D14, D11)
- 
1. Criminology Department Outcomes:
  2. Apply knowledge of current research and analytic strategies to issues in criminology and criminal justice. (E, T, D6)
  3. Critically evaluate major current issues in criminology and criminal justice. (E, T, D2-D14)

## ✓ Evaluation

### Grading Information and Policy

Grading structure and point scale

257 points - 286 points	90% - 100%	A
228 points - 256 points	80% - 89%	B
200 points - 227 points	70% - 79%	C
171 points - 199 points	60% - 69%	D
< 170 points	< 60%	F

### Grading Rubrics

Discussion rubric listed under content – orientation module.

Essay rubric listed under content – essay module.

Extra credit rubric listed under content – extra credit module.

## ☰ Assignments

Assignment name	Description	Due Date	Points
<i>Weekly Online Discussions</i>	<i>Please see the Online Discussion Rubric for requirements.</i>	<i>See due dates below</i>	<i>36</i>
	<i>6 DQ's at 6 points each</i>		
<i>Exams</i>	<i>you will have a total of 4 exams. Exams will be taken online. They will consist of 50 multiple choice questions worth 1 point each. You will be given a 2 day window in which you can take your exam. You will only have one attempt to take the exam and it will have a 75 minute time limit. Technical difficulties will not be accepted as an excuse for missing an exam.</i>	<i>Please see schedule below for exam dates</i>	<i>200</i>
<i>Essay Paper</i>	<i>Essay paper will be a literature review of any topic listed in our text / discussed in class. Please see instructions under content – essay paper module.</i>	<i>Due June 21<sup>st</sup> at midnight</i>	<i>50</i>
<i>TOTAL</i>	<i>--</i>	<i>--</i>	<i>286</i>



6/7-6/9

Chapters 5 and 6

Discussion Question Due 6/9

Response to classmate Due 6/9

## **MODULE 4 CRIMINAL PSYCHOPATHY / MENTAL DISORDERS**

6/10-6/13

Chapters 7 and 8

Discussion Question Due 6/13

Response to classmate Due 6/13

6/12-6/13

Exam 2

Chapters 5-8

## **MODULE 5 PSYCHOLOGY OF SPECIFIC CRIME CATEGORIES PART I**

6/14-6/18

Chapters 9, 10, 11 and 12

Discussion Question Due 6/18

Response to classmate Due 6/18

6/17-6/18

Exam 3

Chapters 9-12

## **MODULE 6 PSYCHOLOGY OF SPECIFIC CRIME CATEGORIES PART II / SUBSTANCE ABUSE**

6/19-6/24

Chapters 13, 14, 15 and 16

Discussion Question Due 6/24

Response to Classmate Due 6/24

6/21

Essay Due

Submit to assignment dropbox

## \* Course Policies and Resources

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### Late work policy:

*There are no extensions for online discussions – online discussions close on listed due date at midnight and no late submissions will be allowed. Assignments are accepted late with a 10% penalty per day late. Exams must be completed by the due date.*

## Expectations of Students

### Course Structure:

*This is an online course. The online discussions are a central part of this course where we will explore the concepts introduced in the weekly reading assignments. You can expect to spend about two hours per week participating in the online discussions each week. The online discussions will occasionally require outside research, introspection into process, cooperative learning, or additional reading. The online discussions will involve active learning in which you will apply what you have been learning to situations or case studies. You are required to respond to the discussion question each week by Wednesday. You also need to respond to at least one classmate by Friday of each week.*

### Communication Rules:

I am available by email, text or phone M-F from 8 a.m. to 5p.m. I am available on nights and weekends by appointment. I am also available by Skye if you prefer.

### Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

### Expected Response Times

*Students can expect me to be in the online discussion every day including weekends. Online discussions will be graded within 3 days of the due date and will contain feedback on what you did well and what you can do to improve. I will respond to any form of communication within 48 hours. Exams and essay will be graded within 5 days of submission.*

## Institutional Policies

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### Academic Support



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

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

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

## Online Courses

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

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

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

## Honor Code

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

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

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

## UWG Email Policy

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

## Credit Hour Policy

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

## HB 280 (Campus Carry)

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

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

## Mental Health Support

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

## Additional Items

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### Support for courses

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

[CourseDen D2L Home Page](#)

[CourseDen Help](#) (8 AM – 5 PM)

Call: 678-839-6248 or 1-855-933-8946 or

email: [online@westga.edu](mailto:online@westga.edu)

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

[counseling@westga.edu](mailto:counseling@westga.edu)

# CRIM - 4295 - Sex Offenders

## 2022-2023 Undergraduate New Course Request

### 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](mailto:curriculog@westga.edu).

Desired Effective  
Semester\*

Fall

Desired Effective  
Year\*

2022

### 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](mailto:curriculog@westga.edu).

College - School/  
Department\*

Department of Civic Engagement and Public Service

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 College course?\*  Yes  No

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

## Course Information

Course Prefix\*

CRIM

Course Number\* 4295

Course Title\* Sex Offenders

Long Course Title

Course Type\*

Criminology

**Catalog Course Description\*** In this course, students will learn about various biological, sociological (criminological), and, specifically, psychological theories that have contributed to our understanding of sexual offending and the etiology of sexually deviant behavior. In addition, students will learn about and discuss issues such as sex and sexuality as they relate to topics such as rape, child molestation, and other violent (and non-violent) sexual crimes.

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** CRIM 1100 - Introduction to Criminal Justice

**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\*** Sex Offenders has been offered as a special topics course in the Criminology curriculum since 2018. This course counts in the Corrections & Social Services area in the Criminology curriculum as well as upper-division Criminology course or general elective. Current UWG courses in CRIM do not cover this topic and allow students to explore an often-understudied sector of criminal justice/criminology. We propose to add this course to the curriculum with a permanent course number rather than teaching it as a special topics course (CRIM 4280).

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

1. Differentiate between various theories of sexual offending
2. Differentiate between various sex offender typologies
3. Apply risk factors for sexual offending to the treatment model
4. Identify various policies that target and impact sexual offenders

### 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.

# Sex Offenders

## CRIM-4280

Spring 2022 Section E01 3 Credits 01/08/2022 to 05/10/2022 Modified 01/06/2022

### Description

This course will focus on a particular issue being dealt with by the criminal justice system today. Students will critically examine the issue and related research and theories. The social context of the issue will be explored as well as possible actions to address the problem. Course is repeatable for credit.

#### Requisites

Prerequisites:

CRIM 1100

Corequisites:

### Contact Information

#### Associate Professor of Criminology: Dr. Abigail Kolb

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

Office: Pafford #238

Phone: Zoom or Google Meet

Website: [https://www.westga.edu/profile.php?emp\\_id=93030](https://www.westga.edu/profile.php?emp_id=93030) ([https://www.westga.edu/profile.php?emp\\_id=93030](https://www.westga.edu/profile.php?emp_id=93030))

### Meeting Times

This course is completely online. There are no scheduled meeting times.

### Materials

#### Sex Crime, Offenders, and Society: A Critical Look At Sexual Offending And Policy

Author: Christina Mancini

Publisher: Carolina Academic Press

Edition: 2nd

ISBN: 978-1-61163-769-4

Availability: Campus Bookstore; online

Price: \$60.00





# SEX CRIME, OFFENDERS & SOCIETY

A Critical Look at  
Sexual Offending  
and Policy

SECOND EDITION

**CHRISTINA MANCINI**

All other material will be provided to you on CourseDen

## Outcomes

Course Objectives and Learning Outcomes



Course Objectives:

- CO 1: Differentiate between various theories of sexual offending
- CO 2: Differentiate between various sex offender typologies
- CO 3: Apply risk factors for sexual offending to the treatment model
- CO 4: Identify various policies that target and impact sexual offenders

## ✓ Evaluation

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90-100 = A

80-89 = B

70-79 = C

60-69 = D

Below 60 = F

If you want to calculate your current grade at any point during the semester please follow the steps below:

1. Add the total number of points you have received
2. Add the total number of points we have completed thus far
- 3: Divide number 1 by number 2 (e.g., my points/completed points)

Discussion Grading Rubric (out of 10 points)

	Excellent - 3	Good -2	Average - 1	Poor - 0
Writing	Your writing is clear, coherent, and to-the-point with few mistakes. Graduate-level writing			
Argument	Well-developed post. You have made a strong argument, used logic, and supported it with evidence			

APA 7 <sup>th</sup> format			Yes	No
Response to Peer (when required)	Your response is clear, logical, and your argument is well-supported with evidence			

## Criteria

**Reading Questions:** This assignment will require to thoughtfully respond to a series of questions about your readings throughout the semester. There is a lot of material covered in this assignment, so I ask that you work with a partner or two to cut down on the workload. You will all be responsible for the final product which means you should all review each other's contribution to the overall assignment. I encourage you to begin working on this assignment from the beginning of the semester, so the material is fresh, and you remember it. Please find guidelines in the "Assignment Guidelines" folder.

**Assessment video:** This assignment will encourage students to review a mock intake evaluation with a "client." You will be responsible for watching the intake (in "Assignment Guidelines" folder). You will then write a short "presentence investigation" report about the offender you viewed in the video. Please find the guidelines for the report in the "Assignment Guidelines" folder.

**Quizzes:** You will receive a study guide with information you should know for the quizzes at the beginning of the week. You can find this information in the weekly announcement posted on Mondays.

**Discussions:** You will be required to complete discussions about the material in this course. The purpose of discussions is to encourage you to think critically about the information you have learned, and make an informed argument.

[Honors students: If you are taking this class for honors, please get in touch with me right away. If you choose to take this class as honors, I am open to allowing you to meet and conduct an interview with an offender with whom I work (I will be with you the entire time). This will be based upon the student's academic competency, maturity, and desire for this experience.]

## Breakdown

### Assignments and Grading

Assignment name	Description	Points
<b>Quizzes &amp; Exams</b>	15 points	75
· 1 Syllabus Quiz	20 points	
· 3 Quizzes	40 points	
· 1 Midterm Exam		
<b>Written Assignments:</b>	Students will receive a grading rubric with the guidelines	150
· 1 Reading Questions	30 points	
· 1 Application paper	50 points	
· 7 Discussions	70 points	
<b>Final Exam</b>	75 points	75
<b>TOTAL</b>		300

## Assignments

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## Schedule

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Week	Begin/End Date	Topic/Activity/Reading	Assignment
<b>Module I: What Makes Them Tick?: Theories of Sexual Offending</b>			
1	Jan 8 - 16	<i>The Importance of Theory and Language in the Study of Sexual Offenders</i>  <b>Readings:</b> <ul style="list-style-type: none"> <li>· Benoit (2004)</li> <li>· Marshall (2010)</li> </ul>	<ul style="list-style-type: none"> <li>· Jan 16: Discussion #1</li> <li>· Jan 16: Syllabus Quiz</li> </ul>

2	Jan 17 -23	<p><i>Level I Theories</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>· Sigre-Leiros et al. (2016)</li> <li>· Ward (2014)</li> </ul>	Jan 23: Discussion #2
3	Jan 24- 30	<p><i>Levels II &amp; III Theories</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>· Kolb- Cognitive Distortions Handout</li> <li>· Kolb- Relationship Tree Handout</li> <li>· Kingston et al. (2012)</li> <li>· Thakker &amp; Ward (2012)</li> </ul>	·Jan 30: Quiz #1
<p><b>Module II: Who are They?: Sex Crimes &amp; Offender Typologies</b></p>			
4	Jan 31- Feb 6	<p><i>Prevalence of Sex Crimes:</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>· USSC (2020) Quick Facts – Sexual abuse</li> <li>· USSC (2020) Quick Facts – Child Pornography</li> <li>· Text Ch. 2</li> </ul>	·Feb 6: Discussion #3
5	Feb 7 - 13	<p><i>Sex Crimes &amp; Offender Typologies:</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>· Robertiello &amp; Terry (2007)</li> <li>· Text Ch. 1</li> </ul> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>· Ted Talks (2017). How I Assess Sexual Offenders</li> </ul>	·Feb 13: Quiz #2

6	Feb 14- 20	<p><i>Child molesters, Pedophiles, &amp; Child Pornography Offenders</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>· Bailey et al. (2016)</li> <li>· Tener et al. (2015)</li> </ul>	·Feb 20: Discussion #4
7	Feb 21 - 27	<p><i>Rapists</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>· Graney &amp; Arriago (2001)</li> </ul>	Feb 27 <sup>th</sup> : Midterm Exam will open on Feb. 26 <sup>th</sup> @ 9:00 AM, and will remain open until 11:59 PM on Feb 27 <sup>th</sup> .
8	Feb 28 - Mar 6	<p><i>Female Sexual Offenders</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>· Elliott et al. (2010)</li> <li>· Strickland (2008)</li> <li>· Vandiver &amp; Kercher (2004)</li> <li>· Willis &amp; Levenson (2016)</li> </ul>	· Mar 6: Discussion #5 due
9	Mar 7 - 13	<p><i>Juvenile Sexual Offenders</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>· Vandiver &amp; Teske (2006)</li> <li>· Hunter et al. (2003)</li> </ul> <p><b>Watch:</b></p> <p>Ted Talks (2014) – Dangerous Myths about Juvenile Sex Offenders</p>	Mar 13: Reading Questions
<p><b>Now <i>That's</i> Risky: Risk Factors Associated with Sexual Offending</b></p>			

10	Mar 14 -20	<i>Assessing Risk Factors</i> <u>Readings:</u> <ul style="list-style-type: none"> <li>· Coxe &amp; Holmes (2009)</li> <li>· Martin &amp; Tardif (2015)</li> <li>· Text Ch. 9</li> </ul> Spring Break	Mar 20: Discussion #6
11	No Classes Mar 21 - 27		
12	Mar 28 - April 3	<i>Treatment Considerations</i> <u>Readings:</u> <ul style="list-style-type: none"> <li>· Alexander (2010)</li> <li>· Baerga-Buffler &amp; Johnson (2006)</li> <li>· Center for Sex Offender Management – report (2006)</li> <li>· Text Ch. 9 (if you have not finished)</li> </ul>	April 3: Quiz #3
<b>Module IV: Not in My Backyard: Sex Offender Legislation &amp; Public Responses</b>			
13	April 4 - 10	<i>State Differences in Legislation</i> <u>Readings:</u> <ul style="list-style-type: none"> <li>· Text Chs. 7 &amp; 10</li> </ul>	· April 10: Assessment Paper
14	April 11 - 17	<i>Public Opinion</i> <u>Readings:</u> <ul style="list-style-type: none"> <li>· Text Ch. 6</li> </ul>	Nothing Due

15	April 19 - 24	<i>Legal Challenges</i>	· Discussion #7
		<u>Readings:</u>	
		· Text Ch. 11	
16	April 25 - May 1	<i>Future Directions &amp; Concluding Thoughts</i>	May 2: Final Exam
		<u>Readings:</u>	
		Ch. 12	

## \* Course Policies and Resources

**Appropriate Communication & Problem Solving:** Please review these important points that will help you throughout the rest of your college career, and in your future careers.

- Deadlines are deadlines for a reason. As a college student, you must plan accordingly and use your time wisely. In the “real world” you are expected to submit work on time to your boss so that you keep your job. I expect the same.
- My late work policy: Students who can provide documentation for emergencies from a competent professional (e.g., doctor, lawyer, judge, boss, military) prior to or after one (1) day of the deadline will receive an extension. Again, if you have an emergency + professional documentation, you must contact me right away (i.e., students may not email me weeks later). All late assignments that are not received in CourseDen by the 11:59 PM deadline will receive a ‘0’. Please do not email me your work. You have plenty of time to complete all assignments, so last minute internet or computer malfunctions are not acceptable excuses” (see Course Syllabus)
- Emails to your professors and employers should be formal. This means that you should not compose an email the way you would text your friend (i.e., do not begin an email with “Hey” or no salutation at all). My name is Dr. Kolb (not Ms., Mrs., or Hey). Please email me at akolb@westga.edu, NOT on CourseDen!
- If you have asked your professor to grant you an extension on your work, you do not meet the guidelines for getting an extension, and are told “no,” do not continue to email the professor. No means no.
- Do not send emails such as: “but all my other professors \_\_\_”, “professors are supposed to care about their students, but you \_\_\_”, “if you don’t do this for me, I won’t graduate”, “I really need to pass this class”, and so on.
- Note: If you are graduating or need to get a ‘C’ or above in the class, submit your work on time. If you are struggling with the material, contact me right away so I can help you
- Do not tell your professors or employers how to do their jobs. While you may not like your professor or employer, remember that they have more experience in and knowledge about the field than you. They are also your means for networking and finding gainful employment.

Remember that your professional aptitude not only reflects on you as a student and employee, but as a person in general. Please be sure you understand these guidelines, and if you have any questions about appropriate communication or college-level problem-solving skills, let me know.

## Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

## Expected Response Times - Assignments

*Homework assignments will be graded within 5 days of the due date. Projects will be graded within one week of submission*

## Expectations of Students

### Course Structure:

Students are expected to participate. You will need to remain engaged in the course to avoid falling behind and failing the course. Students are expected to be respectful of their peers, and prepared to participate in this course.

### Attendance Policy:

*In order to distribute Title IV funding (federal student aid), student attendance verification is required. For this online class, students are required to post in the online discussion during week 1, to be considered as attending class. Students who do not post to the introductory discussions in week 1 module may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.*

## Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI) —which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is [cas@westga.edu](mailto:cas@westga.edu).

## Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

## Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

## Full URL Support for Courses



- CourseDen D2L Home Page

<https://westga.view.usg.edu/>

- CourseDen Help (8 AM – 5 PM) <https://uwgonline.westga.edu/uwg-online-student-help.php>

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

- 24/7/365 D2L Help Center

<https://d2lhelp.view.usg.edu/>

- University Bookstore

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

- Common Language for Course Syllabi <https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- UWG Cares

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

- Accessibility Services

<https://www.westga.edu/student-services/counseling/accessibility-services.php>

- Student Services <http://uwgonline.westga.edu/online-student-guide.php>
- Center for Academic Success

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

- Distance Learning Library Services
- <https://www.westga.edu/library/resource-sharing.php>
- Ingram Library Services

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

- Proctored Exams

<http://uwgonline.westga.edu/exams.php#student>

- UWG Accessibility Statements for Technology

<https://docs.google.com/document/d/16Ri1XgaXiGx28oo0-zRvYPraV3Aq3F5ZNjYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

## Institutional Policies

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

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cas@westga.edu.

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

## Online Courses

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

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

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## Honor Code

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

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

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

## UWG Email Policy

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

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

## HB 280 (Campus Carry)

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

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

## Mental Health Support

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

## ELL Resources

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

## COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider. Additionally, everyone is encouraged to wear a mask or face covering while inside campus facilities. The system continues to work closely with the Georgia Department of Public Health to prioritize the health and safety of our campus communities

For the most recent information on coronavirus disease (COVID-19) visit:

- [UWG's Guidance on Face Coverings \(https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php\)](https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php)
- [Centers for Disease Control and Prevention FAQ \(https://www.cdc.gov/coronavirus/2019-ncov/faq.html\)](https://www.cdc.gov/coronavirus/2019-ncov/faq.html)
- [Georgia Department of Public Health \(https://dph.georgia.gov/\)](https://dph.georgia.gov/)

## Additional Items

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# CRIM - 4296 - Violence Against Women

2022-2023 Undergraduate New Course Request

## 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](mailto: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](mailto: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 College course?\*  Yes  No

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

## Course Information

Course Prefix\*

CRIM

Course Number\* 4296

Course Title\* Violence Against Women

Long Course Title

Course Type\*

Criminology

**Catalog Course Description\*** The primary objective of this course is to explore the study of violence against women. We will cover theoretical explanations for violence against women, research on particular types of violence, the impact on victims, and the response of the criminal justice system.

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 [Syllabus Terminology/Icon Guide](#).

**Prerequisites** CRIM 1100 - Introduction to Criminal Justice

**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\***

Undergraduate Standard Letter


## Justification and Assessment

**Rationale\*** Violence Against Women has been offered as a special topics course in the Criminology curriculum since 2016. This course counts in the Global & Diversity area in the Criminology curriculum as well as upper-division Criminology course or general elective. Current UWG courses in CRIM do not cover this topic and allow students to explore an often-understudied sector of criminal justice/criminology. We propose to add this course to the curriculum with a permanent course number rather than teaching it as a special topics course (CRIM 4280).

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

1. Describe patterns of violence against women
2. Evaluate theoretical explanations for violence against women
3. Analyze the personal and societal impact of violence against women
4. Describe the criminal justice system response to violence against women

## 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.

# Violence Against Women CRIM-4382

2021 Section Draft Section 3 Credits 04/08/2021 to 12/31/2021 Modified 03/10/2022

## Description

The primary objective of this course is to explore the study of violence against women. We will cover theoretical explanations for violence against women, research on particular types of violence, the impact on victims, and the response of the criminal justice system.

## Materials

### Sourcebook on Violence Against Women

**Author:** Renzetti, Edleson, & Bergen

**Publisher:** Sage

**Edition:** 3

## Outcomes

By the end of the course, you be able to:

1. Describe patterns of violence against women
2. Evaluate theoretical explanations for violence against women
3. Analyze the personal and societal impact of violence against women
4. Describe the criminal justice system response to violence against women

## Evaluation

### Final Grade Scale (380 points possible)

Percent of Points Earned	Grade
100 to 90.0	A
<90.0 to 80.0	B
<80.0 to 70.0	C
<70.0 to 60.0	D
<60.0	F

There will be no adjustments to this scale or your final grade. Each assignment will be graded based on the quality of your submission and/or the number of correct answers. For any questions, please contact the instructor.

## Assignments

### Reading

Reading will come from the course textbook as well as supplemental materials that will be posted in the week's module on CourseDen. All reading should be completed before answering discussion posts, short answer questions, or beginning tests.



## Research Paper (110 points)

You will complete a five page research paper, the final copy of which is due April 9. More details about the research paper will be posted separately. You will also turn in several assignments related to this paper throughout the semester.

1. Paper topic. Worth 10 points.
2. Research sources. Worth 20 points.
3. Paper outline. Worth 20 points.
4. Final paper. Worth 60 points.

## Exams (120 points)

You will have three exams, each worth 40 points toward your final grade. The exams will be given online during the weeks indicated in the schedule. The exams will consist of multiple choice and short answer questions. Make-up exams will only be given in the case of a documented emergency situation. If a make-up exam is not taken by the arranged time, you will receive a zero for the exam.

## Short Answer Questions and Discussion Posts (150 points)

Each week you will have either a short answer question which will be submitted in the dropbox or a discussion question which will be answered on the discussion board. Please see the introduction to the course for more information about these assignments. You will not be successful in these responses if you do not follow the guidelines provided.

## Schedule

### Schedule of Reading Assignments

Note: This schedule is subject to change. In addition to reading from your textbook that is listed on the syllabus, there may be additional required reading, which will be mentioned in the introduction to the week and available on CourseDen.

Week	Date	Topics	Reading Assignment
Week 1		Introduction	See CourseDen for short reading
Week 2		History of Anti-Violence Against Women Movements	Chapter 1
Week 3		Theoretical and definitional issues	Chapter 2
Week 4		Measuring and researching violence against women	Chapter 3 <b>Paper topic due</b>
Week 5		Sexual violence <b>Test 1</b>	Chapter 4
Week 6		Intimate partner violence	Chapter 5
Week 7		Sexual harassment	Chapter 6 <b>Research Sources due</b>
Week 8		Violence in schools	Chapter 7
Week 9		Victimization of elderly women	Chapter 8 <b>Paper outline due</b>

217/584

Week 10		Human trafficking  Test 2	Chapter 9
Week 11		Criminal justice response to sexual violence	Chapter 10
Week 12		Criminal justice response to intimate partner violence	Chapter 11  Research Paper due
Week 13		Programming for children exposed to violence	Chapter 12
Week 14		Health care for survivors	Chapter 13
Week 15		Intervening with men	Chapter 14
Week 16		Services for survivors of sexual violence	Chapter 15
Final Exam			

## \* Course Policies and Resources

### Plagiarism and Cheating

Cheating is defined as seeking, obtaining or accessing information in any form other than the unprompted knowledge of the student.

Plagiarism is the presentation of work **or ideas** other than one's own. Plagiarism on the research paper or cheating on an exam will result in failing the class. Should you plagiarize on short answer questions or discussion posts you will receive a zero on the assignment for the first time only. Should this happen a second time, you will fail the class.

### Late Work

Late work will not be accepted unless a documented emergency situation prevents you from turning in work on time.

## Institutional Policies

### Academic Support

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## ELL Resources

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

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements

(software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

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

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

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

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

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

# Criminology, B.S.

## 2022-2023 Undergraduate 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

Desired Effective Semester \*

Desired Effective Year \*

### Routing Information

# Routes cannot be changed after a proposal is launched.

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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 the addition/change related to core, honors, or XIDS courses\*  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.

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

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\* Criminology, B.S.

Program ID - DO NOT EDIT\* 18

Program Code - DO NOT EDIT 18

Program Type\*

Degree Type\*

Program Description\* To be admitted into the B.S. program in Criminology, students must be in good academic standing. To graduate with a degree from this program, students MUST receive a grade of "C" or better in CRIM 3240, CRIM 4284, CRIM 4000 and CRIM 4003. The B.S. in Criminology is also offered online.

Learning Objectives for Criminology Students  
Upon graduation from the undergraduate program in criminology, a student will be able to describe, explain, and critically evaluate/apply the role of...  
Corrections and social services in criminal justice and criminology  
Policing in criminal justice and criminology  
Law and legal systems in criminal justice and criminology  
Diversity and global perspectives in criminal justice and criminology  
Theory and philosophy in criminal justice and criminology  
Social scientific research and analytic methods in criminal justice and criminology

Status\*  Active-Visible  Inactive-Hidden

Program Location\*





## Requirement

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

Core Curriculum

### Core Area F - 18 Hours

CRIM 1100 Introduction to Criminal Justice  
CRIM 2000 Survey of Criminology

### CRIM Classes 12 Hours

CRIM 2272 Introduction to Law Enforcement  
CRIM 2273 Criminal Procedure  
[After] (or)

CRIM 2274 American Criminal Courts  
CRIM 2275 Introduction to Corrections  
[After] (or)

CRIM 2245 Juvenile Delinquency  
CRIM 2276 Global Crime and Justice

### Major Courses: 12 Hours

CRIM 3240 Criminological Theory  
CRIM 4000 Research Methodology  
CRIM 4003 Statistics for Social Sciences  
CRIM 4284 Senior Capstone

### Area Courses: 24 Hours

## **Global & Diversity (Pick 2): 6 Hours**

**CRIM 4911 Terrorism**  
**CRIM 4248 International Comparative Justice**  
**CRIM 4279 Race and Crime**  
**CRIM 4231 Women in the Criminal Justice System**

## **Legal Studies (Pick 2): 6 Hours**

**CRIM 3323 Criminal Law**  
**CRIM 3900 Social Science and the Legal System**  
**CRIM 4402 Prison Law**  
**CRIM 4712 Law and Society**

## **Corrections & Social Services (Pick 2): 6 Hours**

**CRIM 3241 Corrections**  
**CRIM 4255 Youth, Crime and Community**  
**CRIM 4232 Family Violence**  
**CRIM 4260 Prisoner Reentry and Community Corrections**  
**CRIM 4293 Correctional programs**

## **Police & Society (Pick 2): 6 Hours**

**CRIM 3411 Criminal Investigations**  
**CRIM 4211 Police Deviance**  
**CRIM 4277 Police in Society**  
**CRIM 3501 Advanced Criminal Investigations**  
**CRIM 4007 Crime Mapping**  
**CRIM 4068 Conflict Management in Policing**  
**CRIM 4251 Police and Community Relations**  
**CRIM 4334 Human Trafficking**

## **Supporting Courses (share with minor): 12 Hours**

Any 3000 or 4000 level Course, including CRIM courses (may be shared with a minor)

minor)

**General Electives: 12 Hours**

**Total: 120 Hours**

No more than a total of nine hours of directed research, directed readings, and senior thesis credits may be applied toward the major.

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto: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\*** These program modifications allow Criminology majors in the general concentration to have more choices to fulfill their Police & Society area where they are required to complete 6 hours. Currently, students choose two courses out of CRIM 3411 Criminal Investigations, CRIM 4211 Police Deviance, or CRIM 4277 Police & Society. The modifications request the following courses to be added to this area: CRIM 3501 Advanced Criminal Investigations; CRIM 4251 Police and Community Relations; CRIM 4068 Conflict Management in Policing;

CRIM 4334 Human Trafficking; and CRIM 4007 Crime Mapping. The additional courses were added as part of the Policing Concentration within the B.S. in Criminology degree that is to go in effect Fall 2022.

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

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to [rakins@westga.edu](mailto:rakins@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 documentsI 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.

Bachelor of Science (BS)

Criminology

LO#	Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY XXXX	Interpretation & Use of Results	Improvement Plan
LO 1	Describe, explain, and critically evaluate/apply the role of: <b>corrections and social services</b> in criminal justice and criminology	Strategic Imperative 1 - Student Success & Strategic Imperative 2 D - Academic Success.	Data are anticipated to be collected from three sources to adequately assess three levels of understanding for this SLO: <b>introduce, reinforce, and master.</b>  <b>*Introduce:</b> CRIM 1100-Introduction to Criminal Justice <b>*Reinforce:</b> CRIM 2275-Introduction to Corrections <b>*Master:</b> CRIM 4284-Senior Capstone  Data will be collected from assignments and projects which align with the SLO in each of the above courses. For example, test scores from an exam focused on corrections will be drawn from CRIM 1100 to assess the <b>introduce</b> level, and scores from a written project in CRIM 2275 will be used to assess the <b>reinforce</b> level, and scores from a written project in CRIM 4284 will be used to assess the <b>mastery</b> level. The mean percentage score will likely be calculated by averaging the three median percentage scores (introduce, reinforce, and master) and will be reported in the AYXXXX column along with the breakdown of scores by level. The overall level of success in achieving the outcome will be determined by the extent to which the mean score exceeds the success criterion.	70%	% (average of the 3 medians, below)  <b>Introduce:</b> % Median (N=; % of students scored at or above the 70% success criteria)  <b>Reinforce:</b> % Median (N=; % of students scored at or above the 70% success criteria)  <b>Master:</b> % Median(N=; % of students scored at or above the 70% success criteria)		
LO 2	Describe, explain, and critically evaluate/apply <b>policing</b> in criminal justice and criminology	Strategic Imperative 1 - Student Success & Strategic Imperative 2 D - Academic Success	Data are anticipated to be collected from three sources to adequately assess three levels of understanding for this SLO: <b>introduce, reinforce, and master.</b>  <b>*Introduce:</b> CRIM 1100-Introduction to Criminal Justice <b>*Reinforce:</b> CRIM 2272-Introduction to Law Enforcement <b>*Master:</b> CRIM 4284-Senior Capstone  Data will be collected from assignments and projects which align with the SLO in each of the above courses. For example, test scores from an exam focused on analytical and investigative techniques will be drawn from CRIM 1100 to assess the <b>introduce</b> level, the score for a relevant assignment or project in CRIM 2272 will be used to assess the <b>reinforce</b> level, and scores from a written project in CRIM 4284 will be used to assess the <b>mastery</b> level. The mean percentage score will be calculated by averaging the three median percentage scores (introduce, reinforce, and master) and will be reported in the AYXXXX column along with the breakdown of scores by level. The overall level of success in achieving the outcome will be determined by the extent to which the mean score exceeds the success criterion.	70%	% (average of the 3 medians, below)  <b>Introduce:</b> % Median (N=; % of students scored at or above the 70% success criteria)  <b>Reinforce:</b> % Median (N=; % of students scored at or above the 70% success criteria)  <b>Master:</b> % Median(N=; % of students scored at or above the 70% success criteria)		
LO 3	Describe, explain, and critically evaluate/apply <b>law and legal systems</b> in criminal justice and criminology	Strategic Imperative 1 - Student Success & Strategic Imperative 2 D - Academic Success	Data are anticipated to be collected from three sources to adequately assess three levels of understanding for this SLO: <b>introduce, reinforce, and master.</b>  <b>*Introduce:</b> CRIM 1100 Introduction to Criminal Justice <b>*Reinforce:</b> CRIM 2273 Criminal Procedure <b>*Master:</b> CRIM 4284-Senior Capstone  Data will be collected from assignments and projects which align with the SLO in each of the above courses. For example, test scores from an exam focused on law and legal systems will be drawn from CRIM 1100 to assess the <b>introduce</b> level, the score for a relevant assignment or project in CRIM 2273 will be used to assess the <b>reinforce</b> level, and scores from a written project in CRIM 4284 will be used to assess the <b>mastery</b> level. The mean percentage score will be calculated by averaging the three median percentage scores (introduce, reinforce, and master) and will be reported in the AYXXXX column along with the breakdown of scores by level. The overall level of success in achieving the outcome will be determined by the extent to which the mean score exceeds the success criterion.	70%	% (average of the 3 medians, below)  <b>Introduce:</b> % Median (N=; % of students scored at or above the 70% success criteria)  <b>Reinforce:</b> % Median (N=; % of students scored at or above the 70% success criteria)  <b>Master:</b> % Median(N=; % of students scored at or above the 70% success criteria)		
LO 4	Describe, explain, and critically evaluate/apply the role of: <b>diversity and global perspectives</b> in criminal justice and criminology	Strategic Imperative 1 - Student Success & Strategic Imperative 2 D - Academic Success	Data are anticipated to be collected from three sources to adequately assess three levels of understanding for this SLO: <b>introduce, reinforce, and master.</b>  <b>*Introduce:</b> CRIM 1100-Introduction to Criminal Justice <b>*Reinforce:</b> CRIM 2276-Global Crime & Justice <b>*Master:</b> CRIM 4284-Senior Capstone  Data will be collected from assignments and projects which align with the SLO in each of the above courses. For example, test scores from an exam inclusive of diverse and global perspectives will be drawn from CRIM 1100 to assess the <b>introduce</b> level, the score for a relevant assignment or project in CRIM 2276 will be used to assess the <b>reinforce</b> level, and scores from a written project in CRIM 4284 will be used to assess the <b>mastery</b> level. The mean percentage score will be calculated by averaging the three median percentage scores and will be reported in the AYXXXX column along with a breakdown of scores by level. The overall level of success in achieving the outcome will be determined by the extent to which the mean score exceeds the success criterion.	70%	% (average of the 3 medians, below)  <b>Introduce:</b> % Median (N=; % of students scored at or above 70%)  <b>Reinforce:</b> % Median (N=; % of students scored at or above the 70% success criteria.)  <b>Master:</b> % Median (N=; % of students scored at or above the 70% success criteria)		





<b>DEPARTMENT:</b>	<b>Criminology</b>	
<b>PROGRAM:</b>	<b>B.S. Criminology</b>	
<b>INTRODUCED:</b> Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		<b>1</b>
		<b>2</b>
		<b>3</b>
<b>REINFORCED:</b> Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing		<b>4</b>
		<b>5</b>
<b>MASTERED:</b> Students are expected to possess an advanced level of knowledge, skills, or competency at the collegiate level.		<b>6</b>
		<b>7</b>

## Curriculum Mapping

	PL-SLO 1	PL-SLO 2
<b>Courses</b>	Describe, explain, and critically evaluate/apply the role of: corrections and social services in criminal justice and criminology	Describe, explain, and critically evaluate/apply the role of: law and legal systems in criminal justice and criminology
CRIM 1100	I, A	I, A
CRIM 2000		
CRIM 2275	R, A	
CRIM 3323		R
CRIM 3240		
CRIM 4003		
CRIM 4284	M,A	M,A

PL-SLO 3	PL-SLO 4	PL-SLO 5
Describe, explain, and critically evaluate/apply the role of: diversity and global perspectives in criminal justice and criminology	Describe, explain, and critically evaluate/apply the role of: theory and philosophy in criminal justice and criminology	Describe, explain, and critically evaluate/apply the role of: social scientific research and analytic methods in criminal justice and criminology
I, A	I, A	I, A
	R	
	R, A	
		R, A
M, A	M, A	M, A

**2022-2023**  
**Program Map – BS Criminology**

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area A: ENGL 1101	3	Area A: ENGL 1102	3
Area A-2: MATH 1001 or 1111	3	Area D-1: Science + Lab	4
Area F: CRIM 1100	3	Area B-1	3
Area E	3	Area E	3
Area B-2: XIDS 2002	2	Area F: CRIM 2000	3
<b>SEMESTER TOTAL</b>	<b>14</b>	<b>SEMESTER TOTAL</b>	<b>16</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>• Complete ENGL 1101 C or better</li> <li>• Complete Area A2 Math</li> <li>• Declare Major</li> </ul>		<ul style="list-style-type: none"> <li>• Complete ENGL 1102 C or better</li> <li>• Complete Lab Science</li> <li>• Earn 15 or more credit hours</li> </ul>	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area C-1	3	Area D-2	3
Area D-1: Non-lab Science	3	Area C-2	3
Area E	3	Area E	3
CRIM 2275	3	Area F	3
Area F	3	Area F	3
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>• Earn 15 or more credit hours</li> </ul> <b>For Area F, CRIM majors must complete the following:</b> CRIM 2272, CRIM 2276 <b>Choose one:</b> CRIM 2273 or 2274 <b>Choose one:</b> CRIM 2245 or CRIM 2275		<ul style="list-style-type: none"> <li>• Complete Core</li> <li>• Earn 15 or more credit hours</li> </ul> <b>For Area F, CRIM majors must complete the following:</b> CRIM 2272, CRIM 2276 <b>Choose one:</b> CRIM 2273 or 2274 <b>Choose one:</b> CRIM 2245 or CRIM 2275	
YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
GENERAL ELECTIVE	3	CRIM 4000	3
CRIM 3240	3	Police & Society Course (1 of 2) (CRIM 3411, 3501, 4007, 4068, 4211, 4251, 4277, or 4334)	3
Legal Studies Course (1 of 2) (CRIM 3323, 3900, 4402, or 4712)	3	Corrections and Social Services Course (1 of 2) (CRIM 3241, 4255, 4232, 4260, or 4293).	3
SUPPORTING COURSE (1 of 4)	3	SUPPORTING COURSE (2 of 4)	3
Global & Diversity Course (1 of 2) (CRIM 4911, CRIM 4248, CRIM 4279, or CRIM 4231)	3	Legal Studies Course (2 of 2) (CRIM 3323, 3900, 4402, or 4712)	3
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
Milestones		Milestones	

\*Students must complete CRIM 3240, CRIM 4000, CRIM 4003, and CRIM 4284 with a C or better to graduate.  
 \*Contact the Internship Coordinator if you want to complete as internship as CRIM ELECTIVE (3-6 hours).

\*No more than a total of nine hours of directed research or directed readings credits may be applied toward the major.

YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CRIM 4003	3	CRIM 4284	3
Global & Diversity Course (2 of 2) (CRIM 4911, CRIM 4248, CRIM 4279, or CRIM 4231)	3	Corrections and Social Services Course (2 of 2) (CRIM 3241, 4255, 4232, 4260, or 4293).	3
SUPPORTING COURSE (3 OF 4)	3	GENERAL ELECTIVE	3
SUPPORTING COURSE (4 OF 4)	3	GENERAL ELECTIVE	3
Police & Society Course (2 of 2) (CRIM 3411, 3501, 4007, 4068, 4211, 4251, 4277, or 4334)	3	GENERAL ELECTIVE	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
Apply for Graduation		The Four-Year Plan is designed only as a guide. It does not guarantee; 1) that all courses listed will be offered during a given semester, or 2) if they are offered that the scheduling will not conflict. Estimated time of completion is based on 15 hour semesters, with no summer classes. A change in hours or courses taken during the summer will either reduce (taking 18 hrs. or summers) or extend (taking less than 15 hrs.) the time needed.	

## CRIMINOLOGY CURRICULUM FAQs

### *What are Supporting Courses?*

These are any 3000 or 4000 level course that you have not taken, or are not required to take. Meaning, you could take CRIM 4693, Sports, Crime, and Society, which is a criminology elective. However, you could also take an *additional* area course as an elective. For instance, if you took CRIM 3323 and CRIM 4402 to satisfy your legal studies area, you could take CRIM 3900 and/or 4712, and they would count towards your Supporting Courses. You may also take 3000 or 4000 level courses in areas other than Criminology.

### *What are General Electives?*

Although it may not show in your Wolf Watch, under potential electives, or general electives, you need 12 hours in order to graduate. These are any courses 1000-4000 that are not PWLA (physical wellness/education type courses).

# Criminology, B.S.

## 2022-2023 Undergraduate Revise Program Request

### Introduction

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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 \*

Desired Effective Year \*

### Routing Information

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School/ Department\*

Department of Civic Engagement and Public Service

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 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.

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

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\* Criminology, B.S.

Program ID - DO NOT EDIT\* 18

Program Code - DO NOT EDIT 18

Program Type\*

Degree Type\*

Program Description\* To be admitted into the B.S. program in Criminology, students must be in good academic standing. To graduate with a degree from this program, students MUST receive a grade of "C" or better in CRIM 3240, CRIM 4284, CRIM 4000 and CRIM 4003. The B.S. in Criminology is also offered online.

Learning Objectives for Criminology Students  
Upon graduation from the undergraduate program in criminology, a student will be able to describe, explain, and critically evaluate/apply the role of...  
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Policing in criminal justice and criminology  
Law and legal systems in criminal justice and criminology  
Diversity and global perspectives in criminal justice and criminology  
Theory and philosophy in criminal justice and criminology  
Social scientific research and analytic methods in criminal justice and criminology

Status\*  Active-Visible  Inactive-Hidden

Program Location\*





## Requirement

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

Core Curriculum

### Core Area F - 18 Hours

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CRIM 2000 Survey of Criminology

### CRIM Classes 12 Hours

CRIM 2272 Introduction to Law Enforcement  
CRIM 2273 Criminal Procedure  
[After] (or)

CRIM 2274 American Criminal Courts  
CRIM 2275 Introduction to Corrections  
[After] (or)

CRIM 2245 Juvenile Delinquency  
CRIM 2276 Global Crime and Justice

### Major Courses: 12 Hours

CRIM 3240 Criminological Theory  
CRIM 4000 Research Methodology  
CRIM 4003 Statistics for Social Sciences  
CRIM 4284 Senior Capstone

### Area Courses: 24 Hours

## **Global & Diversity (Pick 2): 6 Hours**

**CRIM 4911 Terrorism**  
**CRIM 4248 International Comparative Justice**  
**CRIM 4279 Race and Crime**  
**CRIM 4231 Women in the Criminal Justice System**  
**CRIM 4296 Violence Against Women**

## **Legal Studies (Pick 2): 6 Hours**

**CRIM 3323 Criminal Law**  
**CRIM 3900 Social Science and the Legal System**  
**CRIM 4402 Prison Law**  
**CRIM 4712 Law and Society**  
**CRIM 4270 Death Penalty**

## **Corrections & Social Services (Pick 2): 6 Hours**

**CRIM 3241 Corrections**  
**CRIM 4255 Youth, Crime and Community**  
**CRIM 4232 Family Violence**  
**CRIM 4260 Prisoner Reentry and Community Corrections**  
**CRIM 4293 Correctional programs**  
**CRIM 4295 Sex Offenders**

## **Police & Society (Pick 2): 6 Hours**

**CRIM 3411 Criminal Investigations**  
**CRIM 4211 Police Deviance**  
**CRIM 4277 Police in Society**

## **Supporting Courses (share with minor): 12 Hours**

Any 3000 or 4000 level Course, including CRIM courses (may be shared with a minor)

**General Electives: 12 Hours**

**Total: 120 Hours**

No more than a total of nine hours of directed research, directed readings, and senior thesis credits may be applied toward the major.

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto: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 Criminology degree allows students to choose courses out of four areas. The request is to add the new courses to the areas: CRIM 4295 Sex Offenders in Corrections and Social Services area; CRIM 4296 Violence Against Women in Global and Diversity area; and CRIM 4270 Death Penalty in Legal Studies area. The new courses were recently added to the catalog and including these courses as options in the areas will allow students to have broader choices in learning more about specific topics in the field of criminology/criminal

justice.

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

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to [rakins@westga.edu](mailto:rakins@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 documentsI 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.

**Bachelor of Science (BS)**  
**Criminology (CIP 450401) - Carrollton**

		PL-SLO 1	PL-SLO 2	PL-SLO 3
COURSES		Demonstrate a basic understanding of major criminal justice systems	Critically evaluate the use of criminological theory to explain crime and criminal behavior	Apply knowledge of current research and analytic strategies to issues in criminology and criminal justice
1	CRIM 1100	I		
2	CRIM 2000		I	I
3	CRIM 2245	R	I	I
4	CRIM 2272	R		
5	CRIM 2273	R		
6	CRIM 2274	R		
7	CRIM 2275	R		
8	CRIM 3240		R	
9	CRIM 3241	M (A)		R (A)
#	CRIM 3242		R	
#	CRIM 3323	R		
#	CRIM 3333	R	R	R
#	CRIM 3411	R	R	
#	CRIM 3705	R		R
#	CRIM 3900	R		
#	CRIM 3983			R
#	CRIM 4000		R (A)	M (A)
#	CRIM 4001			M (A)
#	CRIM 4003		R (A)	M (A)
#	CRIM 4004			M
#	CRIM 4200		M (A)	R (A)
#	CRIM 4211	R (A)	M (A)	
#	CRIM 4230		M (A)	R (A)
#	CRIM 4231	M (A)	M (A)	
#	CRIM 4232	R (A)	M (A)	R (A)
#	CRIM 4233	R (A)	M (A)	R (A)
#	CRIM 4248	M (A)	M (A)	R (A)
#	CRIM 4250	M (A)	R (A)	R (A)
#	CRIM 4255	M (A)	M (A)	R (A)
#	CRIM 4277	M (A)	R (A)	R (A)
#	CRIM 4279	R (A)	M (A)	R (A)
#	CRIM 4280	R (A)	R (A)	R (A)



#	<b>CRIM 4284</b>	R	R	R
#	<b>CRIM 4286</b>	R		
#	<b>CRIM 4293</b>	M (A)		
#	<b>CRIM 4402</b>	M (A)		
#	<b>CRIM 4650</b>	R (A)	M (A)	
#	<b>CRIM 4693</b>		M (A)	
#	<b>CRIM 4712</b>	M (A)	R (A)	R (A)
#	<b>CRIM 4911</b>	R / M (A)	M (A)	R (A)
#	<b>CRIM 4981</b>			
#	<b>CRIM 4983</b>		R	M



R
R
M (A)
M (A)
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M (A)
M (A)
M (A)
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M
M

**2022-2023**  
**Program Map – BS Criminology**

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area A: ENGL 1101	3	Area A: ENGL 1102	3
Area A-2: MATH 1001 or 1111	3	Area D-1: Science + Lab	4
Area F: CRIM 1100	3	Area B-1	3
Area E	3	Area E	3
Area B-2: XIDS 2002	2	Area F: CRIM 2000	3
<b>SEMESTER TOTAL</b>	<b>14</b>	<b>SEMESTER TOTAL</b>	<b>16</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>• Complete ENGL 1101 C or better</li> <li>• Complete Area A2 Math</li> <li>• Declare Major</li> </ul>		<ul style="list-style-type: none"> <li>• Complete ENGL 1102 C or better</li> <li>• Complete Lab Science</li> <li>• Earn 15 or more credit hours</li> </ul>	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area C-1	3	Area D-2	3
Area D-1: Non-lab Science	3	Area C-2	3
Area E	3	Area E	3
CRIM 2275	3	Area F	3
Area F	3	Area F	3
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>• Earn 15 or more credit hours</li> </ul> <b>For Area F, CRIM majors must complete the following:</b> CRIM 2272, CRIM 2276 <b>Choose one:</b> CRIM 2273 or 2274 <b>Choose one:</b> CRIM 2245 or 2275		<ul style="list-style-type: none"> <li>• Complete Core</li> <li>• Earn 15 or more credit hours</li> </ul> <b>For Area F, CRIM majors must complete the following:</b> CRIM 2272, CRIM 2276 <b>Choose one:</b> CRIM 2273 or 2274 <b>Choose one:</b> CRIM 2245 or 2275	
YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
GENERAL ELECTIVE	3	CRIM 4000	3
CRIM 3240	3	Police & Society Course (1 of 2) (CRIM 3411, 3501, 4007, 4068, 4211, 4251, 4277, or 4334)	3
Legal Studies Course (1 of 2) (CRIM 3323, 3900, 4270, 4402, or 4712)	3	Corrections and Social Services Course (1 of 2) (CRIM 3241, 4255, 4232, 4260, 4293, or 4295).	3
SUPPORTING COURSE (1 of 4)	3	SUPPORTING COURSE (2 of 4)	3
Global & Diversity Course (1 of 2) (CRIM 4911, CRIM 4248, CRIM 4279, 4231, or 4296)	3	Legal Studies Course (2 of 2) (CRIM 3323, 3900, 4270, 4402, or 4712)	3
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
Milestones		Milestones	

\*Students must complete CRIM 3240, CRIM 4000, CRIM 4003, and CRIM 4284 with a C or better to graduate.  
 \*Contact the Internship Coordinator if you want to complete as internship as CRIM ELECTIVE (3-6 hours).

\*No more than a total of nine hours of directed research or directed readings credits may be applied toward the major.

YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CRIM 4003	3	CRIM 4284	3
Global & Diversity Course (2 of 2) (CRIM 4911, CRIM 4248, CRIM 4279, 4231, or 4296)	3	Corrections and Social Services Course (2 of 2) (CRIM 3241, 4255, 4232, 4260, 4293, or 4295).	3
SUPPORTING COURSE (3 OF 4)	3	GENERAL ELECTIVE	3
SUPPORTING COURSE (4 OF 4)	3	GENERAL ELECTIVE	3
Police & Society Course (2 of 2) (CRIM 3411, 3501, 4007, 4068, 4211, 4251, 4277, or 4334)	3	GENERAL ELECTIVE	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
Apply for Graduation		The Four-Year Plan is designed only as a guide. It does not guarantee; 1) that all courses listed will be offered during a given semester, or 2) if they are offered that the scheduling will not conflict. The estimated time of completion is based on 15 hour semesters, with no summer classes. A change in hours or courses taken during the summer will either reduce (taking 18 hrs. or summers) or extend (taking less than 15 hrs.) the time needed.	

## CRIMINOLOGY CURRICULUM FAQS

### *What are Supporting Courses?*

These are any 3000 or 4000 level course that you have not taken, or are not required to take. Meaning, you could take CRIM 4693, Sports, Crime, and Society, which is a criminology elective. However, you could also take an *additional* area course as an elective. For instance, if you took CRIM 3323 and CRIM 4402 to satisfy your legal studies area, you could take CRIM 3900 and/or 4712, and they would count towards your Supporting Courses. You may also take 3000 or 4000 level courses in areas other than Criminology.

### *What are General Electives?*

Although it may not show in your Wolf Watch, under potential electives, or general electives, you need 12 hours in order to graduate. These are any courses 1000-4000 that are not PWLA (physical wellness/education type courses).




# XIDS - 2100 - Intro to Lat Am/Carib/Latinx

2022-2023 Undergraduate New Course Request

## 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](mailto:curriculog@westga.edu).

Desired Effective  
Semester\*

Fall

Desired Effective  
Year\*

2022

## 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](mailto:curriculog@westga.edu).

College - School/  
Department\*

Center for Interdisciplinary Studies

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 College course?  Yes  No

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

## Course Information

Course Prefix\*

XIDS

Course Number\* 2100

Course Title\* Intro to Lat Am/Carib/Latinx

Long Course Title Introduction to Latin American, Caribbean and Latinx Studies

Course Type\*

Interdisciplinary

**Catalog Course Description\*** Introduction to Latin American, Caribbean and Latinx studies will provide students structural context to their study of Latin America, the Caribbean, as well as the Latinx diaspora in the United States. Students will explore the rich social, economic, political, cultural and historical context of Latin America, the Caribbean and the Latinx diaspora through a variety of academic disciplines. This multidisciplinary approach will afford students knowledge about the region as well as encourage critical awareness and engagement, helping them become global citizens. Students with widely ranging interests are welcome.

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  Yes  No

256/584

If yes, indicate maximum number of 0



counting separately  
toward graduation?\*

credit hours counted  
toward graduation.\*

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?

1

Grading\*

Undergraduate Standard  
Letter

## Justification and Assessment

**Rationale\*** This course will be the introduction and commun course for the new proposed stand-alone certificate in Latin American, Caribbean, and Latinx Studies. Even outside of that certificate the course should be of interest to students who want to broaden their knowledge if these subject areas. The course responds to an increase in Hispanic enrollment at UWG and in the Latinx and Caribbean populations in Georgia.

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

\*\*In addition to Area C outcomes


1. Conduct scholarly or professional research applying different critical methods, such as textual analysis and fieldwork, using primary and secondary sources;

-assessed by final exam project with specific rubric

2. Evaluate information and cultural artifacts critically, with particular attention to examining taken-for-granted assumptions about U.S. Latinx people and/or Latin America and the Caribbean.

-Assessed by written response papers for movies viewed in 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: <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?\* 0

Fee Justification NA

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 2100 - Intro to Latin American, Caribbean, and Latinx Studies**

**Syllabus template** (While the course will be taught by faculty in different disciplines, all sections will include these learning outcomes)

### **Course Description**

Introduction to Latin American, Caribbean and Latinx studies will provide students structural context to their study of Latin America, the Caribbean, as well as the Latinx diaspora in the United States. This course offers an interdisciplinary approach to understanding Mexico, Central America, South America, the Caribbean and the Latin American Diaspora in the United States. Students with widely ranging interests are welcome. Students will explore the rich social, economic, political, cultural and historical context of Latin America, the Caribbean and the Latinx diaspora through a variety of academic disciplines and approaches (e.g., textual and filmic analysis, community research or field work etc.). This course provides students with the knowledge and perspectives needed to participate as informed citizens in a global society. The exposure to a variety of cultural traditions and social formations gives students a grounded view of global politics and migration. The possibility of curricular or extracurricular experiential learning components, such as community engaged courses working with Latinx people and organizations in Carrollton, field study in relation to a thesis, internships, and more, also provides tools and opportunities for those committed to the idea of learning in service of social justice.

Common UWG syllabus language found at this link:

<https://www.westga.edu/administration/provost/common-language-course-syllabi.php>

### **Learning Outcomes (in addition to core area C outcomes)**

Students will:

1. Conduct scholarly or professional research applying different critical methods, such as textual analysis and fieldwork, using primary and secondary sources;

-assessed by final exam project with specific rubric

2. Evaluate information and cultural artifacts critically, with particular attention to examining taken-for-granted assumptions about U.S. Latinx people and/or Latin America and the Caribbean.

-Assessed by written response papers for movies viewed in class

## **Addendum II**

DATE: March 28, 2022

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 15, 2022 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 must receive 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)
ART 2201	History of Western Art I	Nathan Rees	All future sections	1	1
ART 3210	Non-Western Art	Nathan Rees	Fall 2022 CRN: 82373	2	2

BIOL 4427	Conservation Biology	Andrew Edelman	All future sections	3	2
BIOL 4727	Essentials of Immunology	Sara Molesworth-Kenyon	All future sections	2	2
BIOL 4729	Medical Virology	Sara Molesworth-Kenyon	All future sections	2	2
BIOL 4730	Emerging Pathogens	Sara Molesworth-Kenyon	All future sections	3	3
CHEM 4083	Faculty Directed Research	Megumi Fujita	All future sections	4	2
CHEM 4909L	Chemistry Senior Capstone	Megumi Fujita	All future sections	4	3
CHEM 4910L	Tools/Apps in Chem Resr & Prac	Megumi Fujita	All future sections	4	2
COMM 4484	Mass Comm Research Methods	Kyle Lorenzano	All future sections	2	3
ECON 3460	Forecasting	Michael Sinkey	All future sections	3	2
ENGL 1102	English Composition II	Julia Steed	Fall 2022 CRNs: 81482, 82156, 82885	1	1
ENGL 3000	Research and Methodology	Maria Doyle	All future sections	3	2
ENGL 4002	British Literature II: Victorian Hauntings	Margaret Mitchell	Fall 2022 CRN: 81081	2	2
ENGL 4002	British Literature II: Anglophone South Africa	Maria Doyle	Sections specifically on this topic (no AY 22-23 CRNs)	2	1
ENGL 4190	Film as Literature	Erin Lee Mock	All future sections	3	3
ENGL 4384	Senior Seminar	Maria Doyle	All future sections	4	3

FREN 3210	La chanson française et son héritage	Robert Kilpatrick	Fall 2022 CRN: 83320	2	1
GEOG 2083	Intro to Geographical Analysis	Jung Eun Hong	All future sections	2	2
HIST 2302	Methodology	Stephanie Chalifoux	All future sections	2	3
HIST 3500	Junior Historiography Seminar	Tim Schroer	All future sections	3	2
HIST 4285	Special Topics in European History	Nadya Williams	All future sections	3	2
HIST 4385	Special Topics in World History	Nadya Williams	All future sections	3	2
HIST 4400	Intro to Public History	Keri Adams	All future sections	3	3
HIST 4403	Intro to Museum Studies	Keri Adams	All future sections	3	2
HIST 4455	Soviet History	Elaine MacKinnon	Fall 2022 CRN: 83448	3	2
HIST 4484	Senior Seminar	Stephanie Chalifoux	All future sections	4	3
HIST 4486	Public History Internship	Keri Adams	All future sections	3	4
HONR 3102	Junior Colloquium: Engagement	Jeffrey Zamostny	All future sections	3	3
MKTG 3808	Business Research	Beheruz Sethna	Fall 2022 CRNs: 80523 80524 81965	2	2
NURS 3400	Nursing Research & Evidence-Based Practice	Kathleen Morales	All future sections	3	3
PHIL 4300	Senior Seminar	Robert Lane	All future sections	4	4
POLS 2601	Intro to Political Science Inquiry	J. Salvador Peralta	Fall 2022 CRN: 80468	2	4

POLS 3401	Comparative Politics	J. Salvador Peralta	Fall 2022 CRN: 81446	3	4
SPAN 4200	Hispanic Film & Literature	Jeffrey Zamostny	Spring 2023 CRN: 13083	3	3
SPMG 4680	Applied Research Methods in Sports Management	Young Suh	All future sections	3	2
THEA 4412	The Business of Acting	Shelly Elman	All future sections	3	3
XIDS 2300	Intro to Linguistics	Claire Ezekiel	Spring 2023 CRN: 13075	2	2
XIDS 3000	Interdisciplinary Methods	Andy Walter	All future sections	3	2
XIDS 4000	Interdisciplinary Capstone	Andy Walter	All future sections	4	4



## **Addendum III**

## XIDS 2002: First-Year Seminar/Cornerstone Courses for AY22

Course Title (this can be tweaked later):	Instructor Last Name:	Instructor First Name:	Describe your course idea below (100-150 words or less):
Where No One Has Gone Before: Star Trek & Anthropology	Allen	Keri	Using Star Trek: The Next Generation episodes as a frame and reference, we will explore concepts in cultural anthropology including religious diversity, marriage practices, family makeup, sexual orientation & gender identity, politics & social control, climate change, globalization, language, how people make a living, etc.
WDYKA: Failure or Failing towards Success	Arrington	Logan	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.
How I Can Make the World A Better Place	Barrett	Kathleen	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.
Navigating Relationships in College	Barron	Brittney	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.
STEM: DreamBig:Engineer&Science	Basu-Dutt	Sharmistha	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.
CREATIVE WRITING: What Do You Really Know about Creative Writing?	Chaple	Katie	This class gives students a creative voice and asks them to take their inner thoughts, emotions and creativity to the page. They'll read and engage with Stephen King's craft book ON WRITING (a student favorite), and across the semester students will write in response to creative prompts in several genres (such as poetry, fiction, creative nonfiction, music lyrics, even screenwriting). Students will read their efforts to the group. Towards the end of the semester, students will workshop short creative pieces. We'll begin connecting how editing, and even publishing intersect with the art of writing, and in what ways and at what stages they influence, transform and even determine (and whether or not they should) literature and the artist.
BUSINESS: Cross-cultural Communication	Chwialkowska	Agnieszka	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.

## XIDS 2002: First-Year Seminar/Cornerstone Courses for AY22

Course Title (this can be tweaked later):	Instructor Last Name:	Instructor First Name:	Describe your course idea below (100-150 words or less):
Are You Woke Yet? An Examination of Social Activism in the United States	Crenshaw (Smith)	Andrea	Higher education is the great engine of our democracy, and the fuel for that engine is the opportunities students have to engage in activism. Taught in conjunction with effective college transition and critical thinking skills, this seminar will provide a space for students to examine democratic citizenship through the lens of 'Woke' ideology. It will explore how people act collectively to challenge the status quo of powerful political, social, economic, and cultural systems that resist change. Social movements that challenge such systems vary widely in terms of their group identities, social locations, strategies for action, particular demands, and tactics. In order to better understand social movements, we will begin broadly with some key questions: What are social movements and how do we approach the task of defining them? What tools do we need to analyze how movements work? And how can we appreciate how and why some movements are more successful than others? The course will focus on political activism to reflect on practices, beliefs, and ongoing conversations in social justice culture. Our study of social movements will move back and forth between abstract concepts and particular case studies that entail student involvement. Our primary empirical case studies are: 1) The U.S. Civil Rights movement of the 1950s and 60s; 2) the Women's Rights Movement; 3) Identity-focused movements that emerged from the 1960s, especially the gay rights and LGBTQ movements, 4) The Tea Party movement and its challengers; and 5) #BlackLivesMatter and the Movement for Black Lives. Also embedded in the seminar is a study of the relevance and utility of an undergraduate degree for social change within modern society, including critical thinking about the impact of obtaining a degree, inquiry learning, effective communication, and engagement within the UWG community.
How Government Works ... and Sometimes Doesn't	Drammeh	Sheikh Tijan	Governments have a significant impact on citizens, sometimes positive and sometimes negative. After the events of Summer 2020 and January 2021, many may be asking if there is a better form of government. This course will critically explore various forms of government of government around the world. It will build on the Council on Foreign Relations World 101 Forms of Government model and challenge students to identify what factors make life better for their citizens and why.
WDYKA Horror	Ellison	Amy	This course will explore different sub-genres of horror in art, film, and literature. As we go through the semester, we will examine--as audience members and as critical thinkers--the elements used to manipulate the viewer as well as create a central commentary. Units include body horror, found footage, psychological, supernatural, and comedic horror. Course expectations include participation in discussion, written short responses, critical reading and journaling, and a final presentation on an individually chosen horror text.
Identity, Authenticity, and the Media	Glazier	Jacob	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.
Game Theory and Squid Game: Cracking the Code for Success	Grant	Phillip	I propose a course in which students survey topics in game theory such as the Prisoner's Dilemma, the Office Phone Problem, and the voting paradox. Game theory dates back to the 16th century with Girolamo Cardano's Books on Games of Chance. Since then, game theory has evolved into a legitimate scholarly field. In this course, students will learn about strategic games and identify strategy dilemmas that exist in the hit Netflix series Squid Game. Throughout the semester, students will read an introductory text on game theory, identify games in popular culture, and eventually create novel games that could be played in future seasons of Squid Game.

## XIDS 2002: First-Year Seminar/Cornerstone Courses for AY22

Course Title (this can be tweaked later):	Instructor Last Name:	Instructor First Name:	Describe your course idea below (100-150 words or less):
BUSINESS: Georgia's Industries	Green	Kim	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.
Won't you be my neighbor: A course on kindness, encouragement, and self-worth	Green	Katherine	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.
Learning Leadership through Sport	Haase	David	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.
Origin of Life in the Universe	Hansen	John	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.
Yoga & Writing: Mindfully Approaching College	Harte	Jenna	Traditionally, we think of yoga as someone doing a lot of bendy, flexible poses, but yoga has a philosophical history that goes back thousands of years. "Asana," or the physical practice of yoga, is only one "limb" of eight. This class will draw connections between the mindfulness required in both yoga, writing and being a college student.

## XIDS 2002: First-Year Seminar/Cornerstone Courses for AY22

Course Title (this can be tweaked later):	Instructor Last Name:	Instructor First Name:	Describe your course idea below (100-150 words or less):
AAMI: Multicultural Achievement	Hester	Michael	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.
BUSINESS: Shark Tank and Beyond: What You Need to Know in the Real World	Hollingsworth	Alison	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
BUSINESS: Dilbert Teaches You the Business	Hopper	Michael	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.
The Walking Dead: Surviving College	Isaacs	Shawn	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?

## XIDS 2002: First-Year Seminar/Cornerstone Courses for AY22

Course Title (this can be tweaked later):	Instructor Last Name:	Instructor First Name:	Describe your course idea below (100-150 words or less):
College Seen Through Movies	Jackson	Kristopher	<p>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.</p> <p>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.</p>
Playing and Watching Esports Games	Jang	Wooyoung (William)	<p>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.</p>
Sources of Energy and the Existential Threat of Climate Change	Khan	Farooq	<p>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.</p> <p>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.</p>
Oh, the Thinks You Can Think!	Larson	Juli	<p>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, Heath Services, and Center for Academic Success.</p>

## XIDS 2002: First-Year Seminar/Cornerstone Courses for AY22

Course Title (this can be tweaked later):	Instructor Last Name:	Instructor First Name:	Describe your course idea below (100-150 words or less):
Multicultural Achievement Program	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.
Harry Potter and College Experience	Liverman	Dawn	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.
YOLO (You Only Live Once)	Macke	Hailey	The course content is to help students of all populations make the most out of their college career and build on life skills that are applicable during and after graduation. Learning how to find resources on campus and where to look if you can not find the resources are skills for any college student. This course covers a wide variety of "adulthood" topics from car care, emotional intelligence, how to make friends, conflict, and much more. Finding experts and being a lifelong learner is a common phrase in this course and can translate from college skills to adulthood skills. This course will help any student find the college path that best fits them and set them up for success at UWG and beyond.
The Materials that Make Our World	McPhail	Martin	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.

## XIDS 2002: First-Year Seminar/Cornerstone Courses for AY22

Course Title (this can be tweaked later):	Instructor Last Name:	Instructor First Name:	Describe your course idea below (100-150 words or less):
History of Information	Olivieri	Blynn	<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>
The Psychology of College	Pius	Toyosi	<p>This class will be geared towards self-awareness in college. Students will be introduced to how understanding themselves plays a key role in their success in college. They will be learning about conformity, perspectives and shifting, persuasion, the idea of power in numbers or weakness in numbers, curiosity, and what it is to be humanly human.</p>
#adulting: learning life skills in a digital world	Ponder	Terrie	<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? #adulting 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 #lifehacks. 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 #adulting expertise and will digitally create a blog, website, or videos to be published online to the public.</p>
The War on Drugs and Pop Culture	Primuth	Richard	<p>While the "war on drugs" was officially announced in the 1970s by the Nixon administration, there has been an "unofficial" battle played out in the culture for over 100 years. There have been films from "Reefer Madness" in the 1930s to the more recent "Scarface" that portray the "evils" of drug use. On the other hand we have seen films like the "Harold and Kumar" series glamorize drug use. Music such as "Cocaine" by Eric Clapton does the same. Recent media such as HBO's "Euphoria" try to show the reality. I hope to explore all sides and have some good discussions on whether the war is winnable or has been lost.</p>
Navigating Race and Gender Issues	Ramsay-Jordan	Natasha	<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>



## XIDS 2002: First-Year Seminar/Cornerstone Courses for AY22

Course Title (this can be tweaked later):	Instructor Last Name:	Instructor First Name:	Describe your course idea below (100-150 words or less):
Community, Leadership and Volunteerism	Reed	AnneMarie	A core part of the mission at the University of West Georgia has always been to develop strong civic minded leaders. In order to successfully meet the objectives of this goal students need to not only participate in civic engagement but also learn how to create opportunities for themselves and others. This course will allow students to engage in a broad range of programs and learn from multiple speakers. Each student will participate in community development activities, engage with community leaders and build a frame work for future involvement. The course will include in class discussion based on the reading and engagement materials. It will also include a community group project and individual projects to gain insight into building lifelong civic engagement.
The Value of Peer Leadership	Richardson	Emily	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.
Walt Disney and the American Century	Samples	Clint	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.
Do It for the Gram: Build Your Image	Scott	Shelby	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.

## XIDS 2002: First-Year Seminar/Cornerstone Courses for Fall 2022

Course Title (this can be tweaked later):	Instructor Last Name:	Instructor First Name:	Describe your course idea below (100-150 words or less):
FILM: What Do You Know About Film?	Sewell	Josh	<p>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.</p> <p>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.</p> <p>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.</p>
Intro - Live Sports Video Production	Speights	Corey	<p>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.</p>
You Can Do Anything (It's All In You Mind)	Steed	Julie	<p>Thoughts control our feelings, feelings control our actions, actions drive results. Armed with this knowledge, and the power of communication, we can achieve anything we set our minds to.</p> <p>Students will set a personal goal at the beginning of the class and work to achieve that goal all semester. They will report about their progress through weekly journal entries and presentations to classmates. Journal prompts serve a dual purpose: to hold students accountable and to practice persuasive writing. Here is an example prompt: using a well-developed paragraph, persuade me that your most recent failure was really a success. Use your experiences as evidence and analyze how those experiences propelled you forward towards your goal.</p> <p>All assignments include some form of writing, typically journaling and reflection, and include: how to set goals, fail, solve problems, take action, ask compelling, motivating questions and more.</p>

## XIDS 2002: First-Year Seminar/Cornerstone Courses for Fall 2022

Course Title (this can be tweaked later):	Instructor Last Name:	Instructor First Name:	Describe your course idea below (100-150 words or less):
Identity in American Cinema	Theobald	Duane	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.
Business in Everyday Life	Udombon	Hope	This course is ideal because it offers a different insight to how business can be applied in everyday life from personal, professional to academics.
Representations of Southern Cuisine	Vaughan	Arielle	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.
Finding Your Why	Bronkema	Ryan	<p>This course is designed for first-year students with the intention of orienting students to college—both from a student success angle, but also through introducing them to academic topics. As a part of this overall experience, students will complete the one-credit "Finding Your Why," which anticipates the range of challenges first-year students are met with and seeks to provide support throughout their college experience.</p> <p>Students will complete work based on the following topics:</p> <ol style="list-style-type: none"> <li>1) Clarifying Career Purpose: Assists students in confirming that their majors are appropriate and well-suited for the outcomes they expect to receive.</li> <li>2) Fostering Growth Mindset: Helps students practice optimism when faced with unexpected challenges and unknown problems. In other words, perceived failure can lead to greater success.</li> <li>3) Developing Curricular Plans: Help students understand the curriculum, the advising process, and program maps, all necessary components to registering for classes and completing required coursework for graduation in a timely and effective manner.</li> <li>4) Practicing Academic Skills: Guides students towards a program or programs on campus that will assist them in being successful at UWG.</li> </ol>

## **Addendum IV**

# CEPD - 7160 - Gender and Sexuality

2022-2023 Graduate New Course Request

## General Information

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](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2022

## 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](mailto: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 course?  Yes  No

## Course Information

Course Prefix\*

CEPD

Course Number\* 7160

Course Title\* Gender and Sexuality

Course Type\*

Counseling & Educational Psychology

**Catalog Course Description\*** Examines essential knowledge and current research on counseling issues related to gender and sexuality. Analyzes the unique concerns of those in the LGBTQ+ community. Explores necessary counseling skills and ethical treatment considerations for having difficult conversations with clients as they pertain to gender and sexuality.

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 [Curriculog Terminology/Icon Guide](#).

Prerequisites CEPD 7138

Concurrent Prerequisites

Corequisites

## Cross-listing

## Restrictions

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?\*** Gender and Sexuality has been offered as a master's level special topics course (CEPD 7185) for two years and will be offered again during Fall 2022. This course aligns with current CACREP accreditation standards and satisfies one professional counseling licensure requirement in some states, such as Florida. The course addresses a gap in most graduate counseling curriculum and prepares students to engage effectively in clinical work and advocacy for this minoritized and marginalized population. As such, we are requesting a new course designation for this elective course. The inclusion of this course will not alter the current plan/program of study or program assessment plan; as an elective course, no key assessments are connected to this course.

**Student Learning Outcomes\*** Students will demonstrate a knowledge and understanding of the following: CACREP (2016)

1. Impact of biological and neurological mechanisms on mental health V.C.2.g
2. Cultural factors relevant to clinical mental health counseling V.C.2.j
3. Legal and ethical considerations specific to clinical mental health counseling V.C.2.l
4. Techniques and interventions for prevention and treatment of a broad range of mental health issues V.C.3.b
5. Strategies to advocate for persons with mental health issues V.C.3.e
6. Human sexuality and its effect on couple and family functioning V.F.2.e

### 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\*** 15-20

**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.



Gender and Sexuality has been offered as a master’s level special topics course (CEPD 7185) for two years and will be offered again during Fall 2022. This course aligns with current CACREP accreditation standards and satisfies one professional counseling licensure requirement in some states, such as Florida. The course addresses a gap in most graduate counseling curriculum and prepares students to engage effectively in clinical work and advocacy for this minoritized and marginalized population. As such, we are requesting a new course designation for this elective course. The inclusion of this course will not alter the current plan/program of study or program assessment plan; as an elective course, no key assessments are connected to this course.

## CEPD 7160, Gender & Sexuality

### Instructor Information

**Instructor:**

**Class Meeting Time & Location:**

**Office Location:**

**Office Hours:**

**Online Hours:**

**Instructor telephone**

**(direct):**

**Telephone (department):**

678-839-6567

**Instructor email:**

### Support for Courses

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

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)

Call: 678-839-6248 or 1-855-933-8946 or

email: [online@westga.edu](mailto:online@westga.edu)

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

Call:678-839-6428 or email:

[counseling@westga.edu](mailto:counseling@westga.edu)

### College of Education Vision

The College of Education at the University of West Georgia will be recognized for leading *Innovation in Teaching, Leadership, and Wellness*, with programs designed to transform lives and contribute to the betterment of society.

### College of Education Mission

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

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state

standards (SACS, COC, CACREP) are incorporated as criteria against which

candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

## Course Information

### Course Description

Examines essential knowledge and current research on counseling issues related to gender and sexuality. Analyzes the unique concerns of those in the LGBTQ+ community. Explores necessary counseling skills and ethical treatment considerations for having difficult conversations with clients as they pertain to gender and sexuality.

**Credit Hours:** 3

**Prerequisites:** CEPD 7138 Multicultural Counseling

**Co-requisites:** N/A

### Texts, Readings, and Instructional Resources

**Required Text(s)**     None – required readings/materials will be provided to students on CourseDen

### Required Instructional Resource: TK20 Subscription

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

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

### Approaches to Instruction

Instruction in this course will be delivered through face-to-face class sessions and approximately 70% online. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication. The required face-to-face sessions will be listed in the course schedule below.

## Course Objectives and Learning Outcomes

Students will demonstrate a knowledge and understanding of the following:	CACREP (2016)
1. Impact of biological and neurological mechanisms on mental health	V.C.2.g
2. Cultural factors relevant to clinical mental health counseling	V.C.2.j
3. Legal and ethical considerations specific to clinical mental health counseling	V.C.2.l
4. Techniques and interventions for prevention and treatment of a broad range of mental health issues	V.C.3.b
5. Strategies to advocate for persons with mental health issues	V.C.3.e
6. Human sexuality and its effect on couple and family functioning	V.F.2.e

## Assignments

**Treatment Plans/Conceptualizations (2):** You will choose two characters from TV shows, books, or films that have concerns related to gender or human sexuality. You will create a 1-page treatment plan and 1-2 page conceptualization for each character. You'll use 3 outside resources for each plan. Your character choices must have different presenting concerns (for example, one might be struggling with premature ejaculation, while the second might be diagnosed with gender dysphoria). There will be a rubric for this assignment posted on CourseDen. Each TP/Conceptualization is worth 7.5 points. They will not be due until the end of the semester, but you will have the option to turn one in early for my feedback (I will give you the dates for this option later).

**Topic Presentations (2):** We will be covering the topics listed below for your discussion posts. You will be required to provide outside information for two of the topics connected to those discussion posts. Basically, you will be given a topic and asked to research it. You'll "present" that research and other information (videos, data, definitions, etc.) within the corresponding discussion post. We will assign topics for the following week(s) when we meet for class. We'll also discuss this requirement in our first class meeting. A rubric will be provided at a later date. These are worth 10 points each.

**Discussion Posts (9):** Since this class is hybrid, you will be required to respond to discussion posts on weeks we do not meet in class (specific dates listed below in course schedule). These discussions will be due by 11:59pm on the Sunday at the end of the "week." I encourage you to look at them much earlier, though, because they will vary on topics/requirements. You may be asked to watch a video/movie, read an article, respond to questions from the required readings, etc. You will also be required to respond to some of your peers' postings. Each discussion post will have the specific requirements described in the prompt, as well as how it will be graded. Grades depend on your thoroughness – these will not be a simple, quick response to one single question. There are 10 opportunities for discussion posts, but only 9 will be counted toward your grade, so you may 'skip' one with no grade penalty or your lowest discussion grade will be dropped at the end of the semester. These will be worth 5 points each.

**Book Report:** You will choose a book (fiction or non-fiction) about one of the course topics listed below in the course schedule. You must get your book approved by the instructor! You will be asked to read it throughout the semester and use your book to enhance our discussion about its corresponding topic. So, the earlier your topic comes up, the earlier you will need to have read your book. You'll also be asked to write a book report about it that will include a summary, connections to course discussions and materials, and how it impacts your understanding of the topic. This assignment will be discussed in our first class meeting and a rubric will be posted to CourseDen later. The book report is worth 20 points.

## Grading Information and Policy

Assignment	Points	Assessment Tools	Due Date
1. Discussion Posts (9 required)	45	Postings on CourseDen	Listed below
2. Topic Presentations (2)	20	Postings on CourseDen	Ongoing
3. Book Report	20	Paper	
4. Treatment Plans/Conceptualizations (2)	15	Papers	
<b>Total Points</b>	<b>100</b>		

Students will be graded using the following scale:

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

*\*Grades are calculated based on the percentages above. Please note that any grade of F will result in dismissal from the program, as will two Cs. Grades of C are considered unsatisfactory and will result in a review of student progress by the CSPC faculty.*

## Course Policies

### Attendance Policy:

Attendance is required. Students are expected to attend each class, to be on time, and to be present for the full class session. Any potential problems or exceptions to any part of this requirement should be discussed immediately with the instructor. Excused absences will not be granted more than 7 days following the absence. Two or more unexcused absences and/or tardies will result in a reduction of the final grade at the rate of 10 points per absence and 3 points per tardy for each absence/tardy beyond the first. Attendance will be taken each class meeting. You are responsible for all information and changes in the course content that may occur in your absence. If an in-class assignment is missed due to an excused absence, it is the student's responsibility to contact the instructor for a make-up assignment. If an in-class assignment is missed due to an unexcused absence, the student will receive a zero for that assignment.

**Accommodations:** Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations are available to all students, within constraints of time and space.

**Extra Credit:** No extra credit opportunities will be offered for this class.

### Late Work:

**If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.** Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

- 1) Assignments turned in late will not receive the equivalent of an "A."
- 2) Assignments turned in late will be deducted for each date past the assigned due date – the amount for which will be determined by your instructor based on the reason for the late submission.
- 3) Assignments will not be accepted more than 7 days past the assigned due date.

No assignment will be accepted after the final day of the course. The late policy does not apply to the final assignment or any outstanding assignments not yet complete.

### Professional Conduct:

Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning of a student, this will be brought to the attention of the student

and measures may be required for remediation. To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.

## UWG Policies

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the “Additional Information” tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the [Common Language for Course Syllabi](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

### Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

## Communication Rules

To contact me, please email my Westga email address from your Westga account. During the week, I will respond to emails within 24 hours – if I do not, then please send again! Sometimes emails can get lost. Or come see me in office hours. You will likely get more information from me if we are able to meet in person. If I need to change office hours or will be unavailable through email, I will let you know through an announcement on CourseDen. Make sure you have your notifications turned on for CourseDen, as this will be how I communicate to the entire class when something comes up!

### Expected Response/Grade Times

I will make every attempt to grade assignments within 7 days of submission, but larger assignments may require more time. Please reach out if you have specific concerns regarding this timeframe.

### Network Etiquette:

Communication in a partially online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

## Class Schedule

Week	Dates	Topic (in-class or online)	Assignments
1	8/11-8/15	ONLINE – Intro to Course	Discussion Post #1

Week	Dates	Topic (in-class or online)	Assignments
2	8/16-8/22	<b>IN-CLASS</b> – Syllabus Review; Basic Biology	
3	8/23-8/29	ONLINE – History of Sexuality	Discussion Post #2
4	8/30-9/5	<b>IN-CLASS</b> – Psychology of Sexuality; Typical/Healthy Sexual Behaviors	
5	9/6-9/12	ONLINE – Puberty; Sex Education	Discussion Post #3
6	9/13-9/19	<b>IN-CLASS</b> – Sexual Orientations; History of Gender Roles	
7	9/20-9/26	ONLINE – Gender in Modern Society	Discussion Post #4
8	9/27-10/3	ONLINE – Contraception; STIs	Discussion Post #5
9	10/4-10/10	ONLINE – Conception; Infertility	Discussion Post #6

<b>Week</b>	<b>Dates</b>	<b>Topic (in-class or online)</b>	<b>Assignments</b>
10	10/11-10/17	ONLINE – Diagnosing Gender Dysphoria	Discussion Post #7
11	10/18-10/24	ONLINE – LGBTQ+ Considerations	Discussion Post #8
12	10/25-10/31	<b>IN-CLASS</b> – Trans Rights/Transitioning Process; LGBTQ+ Considerations	
13	11/1-11/7	ONLINE - #Metoo; Sex for Sale	Discussion Post #9
14	11/8-11/14	<b>IN-CLASS</b> – Consent; Sexual Abuse	
15	11/15-11/21	ONLINE – Atypical Sexual Behaviors	<b>Book Report due 11/21 by 11:59pm</b>
16	11/23-11/29	THANKSGIVING WEEK; ONLINE – Diagnosis of Sexual Disorders	Discussion Post #10
17	11/30-12/6	<b>IN-CLASS (ZOOM)</b> – Review Diagnoses; Treatment & Ethical Considerations	<b>Treatment Plans/Conceptualizations due 12/3 by 11:59pm</b>



**\*\*Note:** Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

## Additional Support Information

### Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

### Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is [cas@westga.edu](mailto:cas@westga.edu).

### Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

### Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

## Full URL Support for Courses

- **CourseDen D2L Home Page**  
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)  
<https://westga.view.usg.edu/d2l/login>
- **24/7/365 D2L Help Center**  
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**  
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**  
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**  
<http://www.westga.edu/UWGCares/>
- **Center for Disability**  
<https://www.westga.edu/student-services/counseling/accessibility-services.php>

- **Student Services\_**  
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**  
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
- <https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**  
<http://www.westga.edu/library/>
- **Proctored Exams\_**  
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services\_**  
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology\_**  
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrgeffvts1f>

**\*\* The Department of Counseling, Higher Education, and Speech-Language Pathology embraces diversity across dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class, ability, and religion. We are committed to helping and supporting students in and out of the classroom, who have been and are feeling marginalized. Additionally, the Department of Counseling, Higher Education, and Speech-Language Pathology denounces institutional and systemic racism. In accordance with our program's specific professional organizations, we are committed to making actionable steps toward dismantling these systems and working toward equity and inclusion for students and student groups who experience discrimination and marginalization.\*\***

# CEPD - 7163 - Trauma Counseling

2022-2023 Graduate New Course Request

## General Information

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](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2022

## 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](mailto: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 course?  Yes  No

## Course Information

Course Prefix\*

CEPD

Course Number\* 7163

Course Title\* Trauma Counseling

Course Type\*

Counseling & Educational Psychology

**Catalog Course Description\*** This course examines the principles of trauma-informed practice and techniques of trauma counseling. Multicultural and lifespan considerations in trauma counseling are addressed, including the maladaptive behaviors that may result from challenging developmental-environmental interactions. Trauma-informed assessment and treatment approaches are addressed.

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 [Curriculog Terminology/Icon Guide](#).

Prerequisites none

Concurrent Prerequisites

Corequisites

## Cross-listing

## Restrictions

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?\*** The Counselor Education Programs are seeking approval of a new elective course, CEPD 7163, Trauma Counseling. This course aligns with CACREP accreditation standards and addresses a need in the curriculum. Training and specialization in trauma counseling is becoming increasingly important to our society and the field of professional counseling. Offering a stand-alone course in Trauma Counseling will help to make the program curriculum more relevant and competitive. Moreover and more importantly, focused training in trauma therapy will equip program graduates with necessary knowledge and skills to facilitate effective trauma resolution with clients and students. The inclusion of this course will not alter the current plan/program of study or program assessment plan; as an elective course, no key assessments are connected to this course.

**Student Learning Outcomes\*** Students will demonstrate the following: CACREP CMHC SC  
1. Knowledge of trauma-informed practice and the ability to apply principles of trauma counseling; II.F.5.m. V.G.2.e.  
2. The ability to conceptualize and apply knowledge of the effects of trauma on diverse individuals across the lifespan II.F.3.g.  
3. Knowledge of the impact of trauma on individuals with mental health diagnoses V.C.2.f.  
4. Knowledge of safety considerations in trauma counseling; II.F.5.l.  
5. The ability to conceptualize and apply knowledge of multicultural considerations in trauma counseling.  
V.C.2.j.

## 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\*** 20

**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.

The Counselor Education Programs are seeking approval of a new elective course, CEPD 7163, Trauma Counseling. This course aligns with CACREP accreditation standards and addresses a need in the curriculum. Training and specialization in trauma counseling is becoming increasingly important to our society and the field of professional counseling. Offering a stand-alone course in Trauma Counseling will help to make the program curriculum more relevant and competitive. Moreover and more importantly, focused training in trauma therapy will equip program graduates with necessary knowledge and skills to facilitate effective trauma resolution with clients and students. The inclusion of this course will not alter the current plan/program of study or program assessment plan; as an elective course, no key assessments are connected to this course.

## CEPD 7163, Trauma Counseling

### Description

This course examines the principles of trauma-informed practice and techniques of trauma counseling. Multicultural and lifespan considerations in trauma counseling are addressed, including the maladaptive behaviors that may result from challenging developmental-environmental interactions. Trauma-informed assessment and treatment approaches are addressed.

### Contact Information

Locations and Hours	Locations and Hours	Contact Information	Contact Information
Class Meeting Time		Office Hours	
Class Meeting Location		Online Office Hours	
Office Location		Telephone	
		<b>UWG email</b>	

### Meeting Times

Course taught 100% online using CourseDen. Students must have Internet access. Students should check CourseDen on the first day of the semester for assignments.

### Materials

**Required primary text:**

Briere, J. N. and Scott, C. (2015). Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment (DSM-5 Update). Sage. (ISBN: 9781483351247)

**Choose one of the following for the Book Club assignments. Do NOT purchase all three:**

Harris, N. B. (2018). The deepest well: Healing the long-term effects of childhood adversity. Houghton Mifflin Harcourt.

Winfrey, O., & Perry, B. D. (2021). What Happened to You?: Conversations on Trauma, Resilience, and Healing. Flatiron Books.

Wolynn, M. (2017). It didn't start with you: How inherited family trauma shapes who we are and how to end the cycle. Penguin.

## Outcomes

Students will demonstrate the following:	CACREP	CMHC	SC
1. Knowledge of trauma-informed practice and the ability to apply principles of trauma counseling;	II.F.5.m.		V.G.2.e.
2. The ability to conceptualize and apply knowledge of the effects of trauma on diverse individuals across the lifespan	II.F.3.g.		
3. Knowledge of the impact of trauma on individuals with mental health diagnoses		V.C.2.f.	
4. Knowledge of safety considerations in trauma counseling;	II.F.5.l.		
5. The ability to conceptualize and apply knowledge of multicultural considerations in trauma counseling.		V.C.2.j.	

## Evaluation

Grades are calculated based on the percentages below. Please note that any grade of F will result in dismissal from the program. Grades of C are considered unsatisfactory and will result in a review of student progress by the CEP faculty.

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

A = 108-120 points, B = 96-107 points, C = 84-95 points, F = Below 84 points



**Any graduate level student earning a grade of F or WF and/or two C's or U's (or a combination of C and U), regardless of the student's academic standing, will be dismissed from the program.**

<b>Assessment</b>	<b>Points</b>	<b>Assessment Tools</b>	<b>Submit via:</b>	<b>Due Date</b>
1. Syllabus Review Quiz	5	Quiz	D2L Quiz	
2. Discussion Boards	4 @ 5 = 20	Rubric	D2L Discussion	
3. Book Club	3 @ 5 = 15	Rubric	D2L Dropbox	
4. Online Trainings Programs	2 @ 15 = 30	Successful completion @ 80% or greater	D2L Dropbox	
5. Film Conceptualization Paper	30	Rubric	D2L Dropbox	
<b>Total</b>	<b>100</b>			

**Note: All papers are expected to be typed, double-spaced, carefully proofread, and consistent with APA 6<sup>th</sup> edition style when appropriate. You are expected to complete your assignments**

## Criteria

**CEPD XXXX** is an asynchronous, online course delivered via the CourseDen platform. Using interactive technologies, students are expected to regularly and systematically engage in instructional activities such as discussion boards, group work, project development, presentations, assigned readings, and more.

To be successful in the online environment, students must read, plan, and organize their time to meet the requirements outlined in the syllabus. Some strategies used by successful students in online courses include establishing weekly study times, scheduling a minimum of 3-4 times each week to log into the course, asking questions (there is a discussion board specially for course questions), making connections with peers in the class, and making the most of your learning opportunities. This course includes a variety of approaches to learning including but not limited to video lecture, project-based learning, group discussion, and use of interactive technologies.

Each week begins on Monday at 8:00 am and ends on Sunday at 11:59 pm. All assignments are due on Sunday by 11:59pm for the corresponding Module. If you are unsure when an

assignment is due please reach out BEFORE the module begins. If you do not reach out prior to the module beginning, you will not receive credit for any assignment not turned in on time.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

Activity Instructional Equivalent	
Discussion posts	350 Minutes
Audio/video instruction	950 Minutes
Online assignments	950 Minutes

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

The course instruction will be directed at providing an overview of developmental counseling as a way of enhancing optimal human functioning. Emphasis is placed upon the major developmental issues and tasks associated with various life stages, understood through a multicultural, contextual lens. Various topics and critical contexts related to human growth and development will be explored. The integration of counseling and developmental theories to plan and deliver interventions will be emphasized.

## Assignments

### Quiz: Syllabus Review Quiz

(Individual; 5 Points): Working individually, you will complete a brief quiz to verify that you have reviewed the syllabus and understand the demands of this course. If you have any additional questions or concerns, we can discuss them in class, via email, or in my office. Completion of this quiz constitutes your participation and attendance for the first week of classes. If you do not complete this quiz, you will be marked absent and may be dropped from the course.

### Weekly Discussion Posts

(Individually; 4 @ 5 points each=20 points): Since this class is 100% online, students will be required to respond to discussion posts. The instructor will start the discussion with a single question or a set of questions. You may be asked to watch a video, read an article, respond to questions from the required readings, etc. Each discussion post will have the specific requirements described in the prompt, as well as how it will be graded. To receive full credit, students must contribute a thoughtful initial post ON TIME and be a fully participative member of the group by replying to one other posting and generating new topics of conversation. Please also cite ALL relevant sources.

Modules open on designated Mondays. Your first response is due by Wednesday at 11:59PM EST. Your reply responses are due by the end of the module (always Sunday at 11:59PM). Your responses will be graded on your participation in the discussion and the quality and depth of your responses/posts. Quality is evaluated in several ways, including: your ability to summarize and generate new conversation, your level of interaction with your colleagues, asking questions of others, sharing your reaction to other's posts, your ability to bring your own experience into your responses, and your participation across the unit. Depth means you go beyond the book, reflect upon what you are reading, and demonstrate that in questions, ideas, etc.

### **Group Project/Meeting: Book Club**

(Small Group; 3 @ 5 points each=15 points): Choose either the (a) Harris, (b) Winfrey & Perry, OR (c) Wolynn text, based on your professional goals. With a group of 2-3 other students, you will form a book club. You will be responsible for gathering with your book club three times during the course of the semester and discussing at least five chapters from your respective text. Book clubs should meet live (e.g., face-to-face, online video chat, phone); texting, emailing, and chatting are not considered live interaction. Prior to your first book club meeting, you and your club members will determine the five chapters you will read and discuss. Following each book club meeting, your club will submit one list of the points you found most important/salient from the chapter. Although you may use bullet points for this document, it is imperative that all information be presented in complete sentences. Make sure to provide all book club members' names in the document. Any student who does not equitably contribute to this project may receive a different/reduced grade from the grade issued for the rest of the group. The professor reserves the right to utilize a peer-rating system to evaluate group member participation. Course Objectives 1, 2, 3, 4

### **Individual web-based trainings: Online Training Programs**

(Individual; 2 @ 15 points each=30 points): You will be responsible for completing two trauma continuing education courses, one of which has been pre-assigned. You are required to complete the **Psychological First Aid** online training and one other training (online or live; minimum of four clock hours [can be completed as one or a combination of multiple trainings to equal four total clock hours]). You will choose the other training course based on your career objectives or area of interest. Suggested trainings are offered in D2L, but students may locate and complete a reputable trauma training of their choosing. I highly recommend the Trauma-Focused CBT training, but this training requires a small fee (\$35) for completion. Also, if you completed the PFA training within the past six months, you may use that certificate of completion for this class. Otherwise, only CE workshops or webinars completed during the current semester will be accepted for course credit. Upload a copy of each training certificate to the respective D2L dropbox. Course Objectives 1, 2, 3, 4

### **Trauma Film Treatment Plan**

(Individual; 30 points; Key Assessment): Working individually, students will be responsible for developing a treatment plan for a client who has experienced at least one major trauma. The identified client used in the treatment plan can be from a fictional movie source. This treatment plan should be comprehensive and should reflect a clear case conceptualization, specific

treatment outcomes, evidence-based clinical interventions, and a clear evaluation method. Use only the form provided within D2L; a separate narrative conceptualization is not necessary. Each aspect of this treatment plan should demonstrate an understanding of trauma and the ability to apply that knowledge to the clinical treatment of trauma. Course Objectives 1, 2, 3, 4.

## Schedule

Class Date	Class/Online Activities & Topics	Assignments Due
Module 1	Introductions, Syllabus Review. The History and Evolution of Trauma	<ul style="list-style-type: none"> <li>• Syllabus Quiz</li> <li>• Discussion 1</li> </ul>
Module 2	Core Competencies of Trauma	<ul style="list-style-type: none"> <li>• Book Club #1</li> </ul>
Module 3	Theories of Traumatic Stress, Loss and Grief & Disorders	<ul style="list-style-type: none"> <li>• Discussion 2</li> <li>• Training #1</li> </ul>
Module 4	Assessment of Traumatic Stress Disorders	<ul style="list-style-type: none"> <li>• Book Club #2</li> </ul>
Module 5	Effective Treatment Interventions, part 1	<ul style="list-style-type: none"> <li>• Discussion 3</li> </ul>
Module 6	Effective Treatment Interventions, part 2	<ul style="list-style-type: none"> <li>• Book Club #3</li> <li>• Training #2</li> </ul>
Module 7	Evidence-Based, Holistic Trauma Treatments & Interventions	<ul style="list-style-type: none"> <li>• Discussion 4</li> </ul>
Module 8	Desensitization, Integration & Closure	<ul style="list-style-type: none"> <li>• Film Conceptualization</li> </ul>

**\*\*Note: Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.**

- All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen.
- All required readings, podcasts, and webinars are indicated on CourseDen. All narrated PPTs are required. Additional materials are available on CourseDen for your reference but are not required

## **Course Policies**

### ***Diversity***

The Department of Counseling, Higher Education, and Speech-Language Pathology embraces diversity across dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class, ability, and religion. We are committed to helping and supporting students in and out of the classroom, who have been and are feeling marginalized. Additionally, the Department of Counseling, Higher Education, and Speech-Language Pathology denounces institutional and systemic racism. In accordance with our program's specific professional organizations, we are committed to making actionable steps toward dismantling these systems and working toward equity and inclusion for students and student groups who experience discrimination and marginalization.

### ***Professional Conduct***

Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.

### ***Network Etiquette***

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

### ***Student Review***

CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See Graduate Student Handbook for details.) If there is reason for concern revealed in class or during the completion of course assignments, the faculty

may initiate a student review. If such a review occurs, the student will be made aware of the procedure. Reasons for student review may include, but are not limited to, unprofessional or inappropriate dispositions and/or behaviors.

### ***Academic Honesty***

All work completed in this course must be original work developed this semester, previous work submitted for another class may be used with my explicit permission. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person or presenting another's work as their own; this includes improperly cited materials. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog, which includes a notification from myself and meeting to discuss the concern. The academic dishonesty may result in a deduction, an automatic 0 on the assignment, or an F in the course.

### ***Attendance***

Since this class is asynchronous, attendance is not required. All assignments, course announcements, and additional materials will be delivered through the CourseDen platform, so it is best to login often so that you can keep up with the schedule and any updates. Additionally, this course requires you to login at least once or twice a week at a minimum. The course is designed to keep you engaged and checking the course regularly. It is your responsibility to check the course and remain engaged. If you feel you are having trouble being engaged, please communicate with me as soon as possible.

Good practice for online learning is to engage with course materials and peers in the CourseDen course site 3-5 times per week. Additionally, students are expected to attend (or view if asynchronous) and respond to all group presentations. Finally, students are expected to honor their commitments to colleagues by being on time and well prepared for all planning sessions scheduled at mutually agreeable times. If discussion boards are not responded to fully attendance points are lost; please review the Rubric for Discussion Boards found in the content area in CourseDen. Your participation online is your attendance. Five points are lost for not being in attendance.

### ***Class Organization***

This course will be interactive and use a variety of instructional strategies including online work, lecture, discussion, class activities, fieldwork, and (possibly) guest speakers. To make this class rewarding, enjoyable, and useful for your future career, students are encouraged to bring materials to share with the class and to make suggestions to make it a successful learning experience. Students remain responsible for any assigned material not covered in class.

### ***Class Handouts***

Handouts will generally be posted on CourseDen, but may be disseminated in hard copy form during class time. Students who miss class are responsible for obtaining any class notes and handouts from a fellow class member.

### ***Student Participation***

When called upon, students will be expected to demonstrate higher-order thinking skills by providing both their answer and an appropriate rationale upon which their answer is based. Having each student actively participating during each class session allows the professor to assess students' class preparation; their level of understanding of course concepts; enhances group work; develops students' critical thinking skills, and their ability to speak in front of fellow classmates.

### ***Links to and from Third-Party Sites***

There may be links established between this course and other entities and sites on the World Wide Web, Internet or other areas that are not under the control of, nor maintained by your professor(s) or the University of West Georgia (UWG). These links do not necessarily constitute an endorsement by your professor(s) or UWG, and UWG has no obligation to monitor such sites, and user agrees that neither your professor(s) nor UWG is responsible for the content of such sites, or any technical or other problems associated with any such third-party site, links, or usage.

### ***Grading of Group Assignments***

Barring extraneous circumstances (e.g., a group member not contributing, a group member not responding to communication from others, a group member not submitting quality work, etc.), all group members will receive the same grade on a group assignment. However, in the event of an extraneous circumstance, the instructor reserves the right to individually award grades for group work and/or utilize a peer rating system. All students in this course are professional counselors and, as such, are expected to try to resolve any group issues independently. However, if a group issue cannot be resolved, the group members should contact the professor before submission of the final assignments so that she can intervene.

### ***Extra Credit***

No extra credit opportunities will be offered for this class.

### ***Late Work***

Late work will not be accepted for this class, unless pre-approved by the instructor and/or for reasons related to valid university business and/or essential medical/dental care. This includes, but is not limited to any work either not submitted on time or work that is submitted on time but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Late work, when approved, must be submitted within 7 days of the initial deadline. Late assignments, if accepted, are subject to a penalty of half credit.

### ***Expected Response Time***

Students can generally expect to receive an email response within 48 business hours (excluding weekends, UWG holidays, and semester breaks) for email sent to [mpinellas@westga.edu](mailto:mpinellas@westga.edu). I will attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time.

### ***Changes to The Syllabus***

Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is typically the winning source.

#### **Book Club Rubric:**

<b>Criterion</b>	<b>Possible Points</b>	<b>Earned Points</b>
Evidence of meeting is provided. Include the text name and book chapter number/name.	1	
Statement that all book club members <b>equally</b> engaged in both (a) preparation for the meeting and (b) the actual meeting is provided.	1	
List of important/salient points reflects a thoughtful examination of the book chapter and how the respective material relates to your chosen profession.	1	
List of important/salient points is written in full sentences. Writing is grammatically correct, clear, and APA compliant.	1	

#### **Discussion Board Rubric**



Criteria	Level 4 5 points	Level 3 4 points	Level 2 3 points	Level 1 1 point	Criterion Score
	2+ quality replies (along with initial post)	1 quality replies (along with initial post)	0 quality replies (along with initial post)	Initial quality post only	/ 5

**Case Conceptualization Rubric:**

Criterion	Possible Points	Earned Points
Case conceptualization provides a succinct introduction to the client and overview of the primary treatment issues, including a summary of the trauma and the client's response to it.	2.5	
Specific treatment outcomes are identified and reflect an understanding of intervention and trauma therapy, are directly connected to the client's presenting problem(s) and other identified treatment issues, and are stated concretely.	2.5	
Evidence-based trauma-informed interventions are identified and are directly connected to the identified treatment issues and outcomes.	2.5	
A clear evaluation method is defined and is appropriate for the treatment issues, treatment outcomes, and intervention model.	2.5	

# CEPD - 8195 - Special Topics in Professional Counseling Studies

2022-2023 Graduate New Course Request

## General Information

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](mailto: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](mailto: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

## Course Information

Course Prefix\*

CEPD

Course Number\* 8195

Course Title\* Special Topics in Professional Counseling Studies

Course Type\*

Counseling & Educational Psychology

Catalog Course Description\* Title and description of specific courses to be inserted at time of offering. May be repeated for credit.

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.\* 9

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

**Restrictions** Admission into the Ed.S. in Professional Counseling.

**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?\*** The Ed.S. in Professional Counseling does not currently have a special topics course within the curriculum. Any offering of special topics courses for the Ed.S. program has required the use of a master's level special topics course (CEPD 7185). As such, the program simply wishes to add an 8000-level special topics course for use on an as-needed basis.

**Student Learning Outcomes\*** Course outcomes are determined by the instructor and are unique to each offering of the course. The course outcomes for each offering of this special topics course will align with the program-level learning outcomes, which are as follows:

1. Demonstrate the ability to apply advanced theories of individual and group counseling in practice.
2. Demonstrate the ability to apply research methods to counseling interventions and/or program evaluation and use the information to improve programming
3. Demonstrate the ability to provide quality clinical supervision
4. Demonstrate an understanding of current issues in counseling and supervision
5. Demonstrate advanced skills in specialty area of interest
6. Demonstrate knowledge, skills, and dispositions relevant to practice in a multicultural society

### 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\*** 0-30

**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.

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## Special Topics in Professional Counseling Studies

### CEPD 8195

Semester:

Section:

Credits:

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#### Description

Title and description of specific courses to be inserted at time of offering. May be repeated for credit.

##### Requisites

Prerequisites:

Admission into the Ed.S. in Professional Counseling

Corequisites:

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#### Contact Information

Class Meeting Time and Location: Fully asynchronous online

Professor Contact Information:

Professor Office Hours:

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#### Meeting Times

Fully asynchronous online

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#### Materials

To be determined by instructor.

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#### Outcomes

Course outcomes are determined by the instructor and are unique to each offering of the course. The course outcomes will for each offering of this special topics course will align with the program-level learning outcomes, which are as follows:

1. Demonstrate the ability to apply advanced theories of individual and group counseling in practice.
2. Demonstrate the ability to apply research methods to counseling interventions and/or program evaluation and use the information to improve programming

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4. Demonstrate an understanding of current issues in counseling and supervision
5. Demonstrate advanced skills in specialty area of interest
6. Demonstrate knowledge, skills, and dispositions relevant to practice in a multicultural society

## Evaluation

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*Grades are calculated based on the percentages below. Please note that any grade of F will result in dismissal from the program. Grades of C are considered unsatisfactory and will result in a review of student progress by the CEP faculty.*

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

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

### Criteria

Evaluation criteria are determined by the instructor and are unique to each offering of the course.

## Assignments

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Course assignments are determined by the instructor and are unique to each offering of the course.

## Schedule

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Course schedule is determined by the instructor and is unique to each offering of the course.

## Course Policies and Resources

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### Diversity

The Department of Counseling, Higher Education, and Speech-Language Pathology embraces diversity across dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class, ability, and religion. We are committed to helping and supporting students in and out of the classroom, who have been and are feeling marginalized. Additionally, the Department of Counseling, Higher Education, and Speech-Language Pathology denounces institutional and systemic racism. In accordance with our program's specific professional organizations, we are committed to making actionable steps toward dismantling these systems and working toward equity and inclusion for students and student groups who experience discrimination and marginalization.

### Professional Conduct

Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

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## Student Review

CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See [Graduate Student Handbook](#) for details.) If there is reason for concern revealed in class or during the completion of course assignments, the faculty may initiate a student review. If such a review occurs, the student will be made aware of the procedure. Reasons for student review may include, but are not limited to, unprofessional or inappropriate dispositions and/or behaviors.

## Class organization

This course is delivered entirely online but may require peer interaction and collaboration. As such, it is imperative that students are responsive to digital communication. Additionally, as completion of all required course materials is necessary to be academically successful in this course, it is imperative that students maintain an active presence in the D2L course site.

## Links to and from Third-Party Sites

There may be links established between this course and other entities and sites on the World Wide Web, Internet or other areas that are not under the control of, nor maintained by your professor(s) or the University of West Georgia (UWG). These links do not necessarily constitute an endorsement by your professor(s) or UWG, and UWG has no obligation to monitor such sites, and user agrees that neither your professor(s) nor UWG is responsible for the content of such sites, or any technical or other problems associated with any such third-party site, links, or usage.

## Grading of Group Assignments

Barring extraneous circumstances (e.g., a group member not contributing, a group member not responding to communication from others, a group member not submitting quality work, etc.), all group members will receive the same grade on a group assignment. However, in the event of an extraneous circumstance, the instructor reserves the right to individually award grades for group work and/or utilize a peer rating system. All students in this course are professional counselors and, as such, are expected to try to resolve any group issues independently. However, if a group issue cannot be resolved, the group members should contact the professor before submission of the final assignments so that she can intervene.

## Extra Credit

No extra credit opportunities will be offered for this class.

## Late Work

Late work will not be accepted for this class, unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care. Late work, when approved, must be submitted within 7 days of the initial deadline. Late assignments, if accepted, are subject to a penalty of half credit.

## Changes to The Syllabus

This syllabus is subject to change at the instructor's discretion.

## Expected Response Time

Students can generally expect to receive an email response within 24 business hours (excluding weekends, UWG holidays, and semester breaks) for email sent to \_\_\_\_\_.

## College/School Policies

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### College of Education Vision



The College of Education at the University of West Georgia will be recognized for *Innovation in Teaching, Leadership, and Wellness* with programs designed to transform lives and contribute to the betterment of society.

## College of Education Mission

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

## Admission to Teacher Education

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

## Educator Certification Requirements

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

## Physical Education Requirement

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

## Required Instructional Resource: TK20Subscription

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

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

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

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

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

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

If you have purchased a subscription previously, DO NOT re-subscribe. A Tk20 subscription is valid for 10 years. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu). You will receive account activation confirmation from Watermark Support. As soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

## Institutional Policies

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### Honor Code

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

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database

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

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

## Academic Support

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

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

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

## Online Courses

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

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

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

## UWG Email Policy

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

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university

grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

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

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

## Mental Health Support

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

## ELL Resources

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

## COVID-19

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

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

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

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

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

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

## Additional Items

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# Instructional Technology, Media and Design, M.Ed., Concentrations in Instructional Technology, School Library Media

2022-2023 Graduate Revise Program Request

## 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](mailto: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.** We are decreasing the required hours for the Master's degree from 36 to 30 hours in the SLM concentration

Desired Effective Semester\*

Desired Effective Year\*

## Routing Information

316/584

## 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](mailto: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

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

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\*** Instructional Technology, Media and Design, M.Ed., Concentrations in Instructional Technology, School Library Media

**Program ID - DO NOT EDIT\*** 19

**Program Code - DO NOT EDIT** 19

**Program Type\***

**Degree Type\***

**Program Description\*** The online Master of Education with a major in Instructional Technology, Media, and Design includes three tracks: Instructional Technology, School Library Media, and School Library Media with Instructional Technology certification. All three are designed to prepare students to be progressive, innovative, and academically grounded in theory and rooted in practice. Graduates of the Instructional Technology program apply their skills in the marketplace of the P - 12 school, as well as higher education, corporate environment, health care and governmental organizations. Graduates of the School Library Media program are well grounded in the day-to-day management of the P - 12 School Library Media Centers. While in the program, Instructional Technology students have the opportunity to collaborate with stakeholders through technology-based tools and applications while School Library Media students derive learning experiences from practical field experiences in library settings. Program learning experiences are grounded in theoretical perspective and practical application of knowledge to ensure that candidates are able to immediately apply learning objectives in diverse educational settings.

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

## Curriculum Information

## Degree Requirements

The major in instructional technology, media and design is designed to prepare school library media specialists and instructional technologists at the graduate level. The master's program requires 36 semester hours and consists of three program concentrations: (1) school library media; (2) instructional technology and (3) school library media with instructional technology certification. Concentration three is available only for candidates who already hold a professional teaching certificate.

With concentration one, candidates are provided with educational experiences to prepare them to work in P-12 settings as media specialists. Students acquire skills that are necessary to design and deliver an effective school library media program as well as evaluate its effectiveness through formative and summative measures.

With concentration two, candidates are provided with opportunities to prepare them for work in P-12 schools, higher education, corporate, health care, and government organizations. The focus is on developing skills that are essential to effective instructional design and technology, technology planning, integrating technology into the curriculum, problem solving for technology-related issues, and making use of formative and summative data for instructional decisions.

With concentration three, candidates are provided with educational experiences to prepare them to work in P-12 settings as media specialists. Students acquire skills that are necessary to design and deliver an effective school library media program as well as evaluate its effectiveness through formative and summative measures. There is also a focus on developing skills that are essential to effective instructional design and technology, technology planning, integrating technology into the curriculum, and problem solving for technology-related issues.

All master's programs require a bachelor's degree from a regionally accredited institution.

All concentrations require 36 hours of graduate credit.

## School Library Media Concentration

## Education Core (9-12 hrs)

**EDRS 6301 Introduction to Research in the Human Sciences**

**CEPD 6101 Psychology of Classroom Learning**

**SPED 6706 Special Education in the Regular Classroom**

**[Right]** (required if candidate has not already met House Bill 671 requirement through course/training or renewable professional certificate)

## **Media Specialist Certification Sequence (21hrs)**

**MEDT 7451 Administration of the School Media Center**

**[Right]** \*

**[Right]** (taken first semester)

**MEDT 7452 Multiple Literacies for School Library Media**

**[Right]** \*

**MEDT 7454 Promoting Children's and Young Adult Literature in the School Library Media Program**

**[Right]** \*

**MEDT 7455 Selection, Organization, and Curation of Materials in the School Library**

**[Right]** \*

**MEDT 7461 Instructional Technology, Media, & Design**

**[Right]** \*

**MEDT 7465 Integrating Technology for Teaching and Learning in the School Library Media Program**

**[Right]** \*

**MEDT 7487 Practicum**

**[Right]** \* (must be taken during last semester in program)

## **Instructional Technology Concentration**

## **Education Core (6 hrs)**



**EDRS 6301 Introduction to Research in the Human Sciences**

**[Right] (required)**

**CEPD 6101 Psychology of Classroom Learning**

**CURR 6575 Curriculum Trends and Issues**

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

**[Right] (required)**

## **Instructional Technology Certification (12 hrs)**

**MEDT 7461 Instructional Technology, Media, & Design**

**[Right] \***

**MEDT 7468 Instructional Multimedia Design and Development**

**[Right] \***

**MEDT 7476 Assessing Learning in Technology-Enhanced Instruction**

**[Right] \***

**MEDT 7490 Visual and Media Literacy for Teaching and Learning**

**[Right] \***

## **IT Focused Core (3 hrs)**

**MEDT 7464 Designing Technology Enhanced Instruction**

## **Electives - (15 hrs - select 5 courses)**

**[Before] Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)**

**MEDT 7472 Introduction to Distance Learning**

**[Right] (Prerequisite: MEDT 7461 or MEDT 7464 )**

**MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning**

**[Right] (Prerequisite: MEDT 7472 )**

[Right] (Prerequisite: MEDT 7472 )

**MEDT 7492 Leadership and Administration of  
Online Learning and e-Learning**

[Right] (Prerequisite or Corequisite: MEDT 7491 )

[Before] Additional Elective Courses

**EDRS 6302 Conducting Literature Review  
Research in Human Sciences**

**MEDT 7462 Internet Tools, Resources, and  
Issues in Education**

**MEDT 7466 Digital Photography in Instruction**

**MEDT 7467 Web Design for Instruction**

**MEDT 7470 Digital Media Production and  
Utilization**

**MEDT 7479 Digital Game-Based Learning**

**MEDT 7480 Global Learning and Collaboration  
with Technology**

**MEDT 7485 Special Topics in Media**

[After] Others to be approved by advisor

[Right] (with advisor approval)

[After] **1. The Instructional Technology Certification courses (e.g., MEDT 7461, MEDT 7468, MEDT 7476, and MEDT 7490) are required courses for Instructional Technology Certification through the Georgia Professional Standards Commission (GaPSC) but can be taken as electives for non-certification students.**

**2. Special Education in the Regular Classroom - House Bill 671 requirement must be met - course or training or current Renewable Professional certificate.**

**3. Students must pass the GACE Content Assessments for IT if they seek certification.**

**4. Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification and Online Teaching Endorsement.**

**5. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a current clear, renewable teaching certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies.**

**6. The Online Teaching Endorsement and the Online Teaching Certificate courses can only be taken one-per-semester. Therefore, the programs take between three and four**

programs take between three and four semesters at a minimum.

7. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.

8. To graduate, students must hold a minimum of a "B" average (i.e., 3.0).

## **School Library Media with Instructional Technology Concentration**

### **M.Ed. Core (Required 6 hours)**

**CURR 6575 Curriculum Trends and Issues**

**CEPD 6101 Psychology of Classroom Learning**

**EDRS 6301 Introduction to Research in the Human Sciences**

**[Right] (required)**

### **Media Specialist Certification Sequence (21 hours)**

**MEDT 7451 Administration of the School Media Center**

**[Right] \***

**MEDT 7452 Multiple Literacies for School Library Media**

**MEDT 7461 Instructional Technology, Media, & Design**

**[Right] \***

**MEDT 7455 Selection, Organization, and Curation of Materials in the School Library**

**[Right] \***

**MEDT 7454 Promoting Children's and Young Adult Literature in the School Library Media Program**

**[Right] \***

**MEDT 7465 Integrating Technology for Teaching and Learning in the School Library Media Program**

**[Right] \***

**MEDT /48/ Practicum**

**[Right] \***

## **Instructional Technology Certification Sequence (9 hours)**

**MEDT 7468 Instructional Multimedia Design  
and Development**

**[Right] \***

**MEDT 7490 Visual and Media Literacy for  
Teaching and Learning**

**[Right] \***

**MEDT 7476 Assessing Learning in Technology-  
Enhanced Instruction**

**[After] Students must pass the appropriate GACE  
content assessment(s) to be eligible for  
certification.**

**\*Required courses for certification through  
Georgia Professional Standards Commission  
(GaPSC).**

**[Right] \***

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto: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\*** To be more competitive and to adhere to graduate expectations we are reducing the required credit hours for the SLM track from 36 hours to 30 hours. This is done by eliminating elective options. We will be doing the same with our IT concentration in the future. We can not change the dual concentration because of the SLM and IT expectations.

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 the [Policy Summary and Decision Matrix](#)


Send questions to [rakins@westga.edu](mailto:rakins@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 documentsI 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.

Student Name: \_\_\_\_\_

Student ID#: \_\_\_\_\_

**University of West Georgia Program Sheet**  
**M.Ed. in Instructional Technology, Media, & Design**  
**Concentration: School Library Media PROPOSED**

Student Signature: \_\_\_\_\_

Date of entry into Program: \_\_\_\_\_

**Entry Degree:** Bachelor's      **Exit Degree:** M.Ed. in Instructional Technology, Media, & Design (30-33 hrs. required)

**Entry Certification:** Renewable Professional or no teaching certificate

**Exit Certification:** SRS-5 Media Specialist (P-12)

**All courses are 3 credit hours**

Specific courses to be determined collaboratively between student and advisor.

Course Number	Course Title	Semester
<b>SLM Focused Core (Media Specialist cert. sequence)</b>	<b>Required (21 hours)</b>	
MEDT 7451	Administration of the School Media Center* (taken first semester)	
MEDT 7452	Multiple Literacies for School Library Media*	
MEDT 7461	Instructional Technology, Media, & Design*	
MEDT 7455	Selection, Organization, and Curation of Materials in the School Library*	
MEDT 7454	Promoting Children's and Young Adult Literature in the School Library Media Program*	
MEDT 7465	Integrating Technology for Teaching and Learning in the School Library Media Program*	
MEDT 7487	Practicum for School Library Media* (must be taken during last semester in program)	
<b>Education Core</b>	<b>Required (9-12 hours)</b>	
CURR 6575	Curriculum Trends and Issues	
EDRS 6301	Introduction to Research in the Human Sciences	
CEPD 6101	Psychology for Classroom Learning	
SPED 6706	Special Education in the Regular Education Classroom**	

\*Required courses for certification through Georgia Professional Standards Commission (GaPSC).

\*\*Required if candidate has not already met House Bill 671 requirement (course/training or Renewable Professional Certificate).

\*\*\*Students without appropriate teacher certification must also pass or meet the exemption criteria for the GACE Program Admission Assessment. Students must pass the appropriate GACE content assessment(s) to be eligible for certification.



Student Name: \_\_\_\_\_

Student ID#: \_\_\_\_\_

**University of West Georgia Program Sheet**  
**M.Ed. in Instructional Technology, Media, & Design**  
**Concentration: School Library Media CURRENT**

Student Signature: \_\_\_\_\_

Date of entry into Program: \_\_\_\_\_

**Entry Degree:** Bachelor's      **Exit Degree:** M.Ed. in Instructional Technology, Media, & Design (36 hrs. required)

**Entry Certification:** Renewable Professional or no teaching certificate

**Exit Certification:** SRS-5 Media Specialist (P-12)

**All courses are 3 credit hours**

Specific courses to be determined collaboratively between student and advisor.

Course Number	Course Title	Semester
<b>SLM Focused Core (Media Specialist cert. sequence)</b>	<b>Required (21 hours)</b>	
MEDT 7451	Administration of the School Media Center* (taken first semester)	
MEDT 7452	Multiple Literacies for School Library Media*	
MEDT 7461	Instructional Technology, Media, & Design*	
MEDT 7455	Selection, Organization, and Curation of Materials in the School Library*	
MEDT 7454	Promoting Children's and Young Adult Literature in the School Library Media Program*	
MEDT 7465	Integrating Technology for Teaching and Learning in the School Library Media Program*	
MEDT 7487	Practicum for School Library Media* (must be taken during last semester in program)	
<b>Education Core</b>	<b>Required (9 hours)</b>	
CURR 6575	Curriculum Trends and Issues	
EDRS 6301	Introduction to Research in the Human Sciences	
CEPD 6101	Psychology for Classroom Learning	
<b>Electives</b>	<b>6 hours required</b>	
	<b>Reading Endorsement sequence</b>	
READ 7271	Literacy, Development, & Practices in the Digital Age*	
READ 7263	Comprehensive Literacy Assessments & Interventions*	
READ 7201	Integrating Language, Literacy & Technology across Content Area*	
	<b>Online Teaching Endorsement sequence</b>	
MEDT 7472	Introduction to Distance Education	
MEDT 7491	Implementation, Assessment, & Evaluation of Online Learning	
MEDT 7492	Leadership & Administration of Online Learning & e-Learning	
	<b>Additional Electives</b>	
SPED 6706	Special Education in the Regular Education Classroom**	
EDRS 6302	Conducting Literature Review Research in Human Sciences	
MEDT 7479	Digital Game Based Learning	
MEDT 7480	Global Learning and Collaboration with Technology	
MEDT 7467	Web Design for Instruction	
MEDT 7470	Digital Media Production & Utilization	
MEDT 7485	Special Topics in Media	
	Other elective as approved by advisor	

\*Required courses for certification through Georgia Professional Standards Commission (GaPSC).

\*\*Required if candidate has not already met House Bill 671 requirement (course/training or Renewable Professional Certificate).

\*\*\*Students without appropriate teacher certification must also pass or meet the exemption criteria for the GACE Program Admission Assessment.

Students must pass the appropriate GACE content assessment(s) to be eligible for certification.

Subscription to TK20 required (or other program assessment database selected)

# Instructional Technology, Media and Design, Ed.S., Concentrations in Instructional Technology, School Library Media

2022-2023 Graduate Revise Program Request

## 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](mailto: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.** Add 3 credit hours to the program to move the total requirement from 27 hours to 30 hours

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](mailto: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

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

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\*** Instructional Technology, Media and Design, Ed.S., Concentrations in Instructional Technology, School Library Media

**Program ID - DO NOT EDIT\*** 19

**Program Code - DO NOT EDIT** 19

**Program Type\***

**Degree Type\***

**Program Description\*** The Ed.S. in instructional technology, media, and design program consists of two program concentrations: (1) School Library Media and (2) Instructional Technology. Each concentration requires 27 semester hours. The Ed.S. program with a concentration in School Library Media is designed to prepare media specialists to serve in district-level school library leadership roles in PK-12 school districts. The Ed.S. program with a concentration in Instructional Technology provides initial or advanced preparation for instructional designers, instructional technology coordinators, and certified K-12 (e.g., teachers, school library media specialists) seeking to gain additional skills in instructional technology for integration into the PK-12 classroom. Each concentration requires 27 semester hours. Admission requires a master's degree in any field and at least a 3.0 GPA. Applicants for concentration one in School Library Media must be eligible for S-5 certification in School Library Media. Exit certification eligibility is determined by the certificate held during admission to the program. Students are advised individually concerning certification eligibility.

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

## Curriculum Information

## School Library Media Concentration

### Ed.S. Core Required for all Candidates (15 hours)

**MEDT 7469 Strategic Leadership Role of the SLMS**

**MEDT 8470 Action Research for School Library Media**

**MEDT 8461 Diffusion of Innovations**

**MEDT 8464 Trends and Issues in School Library Media**

**MEDT 8468 The Instructional Leadership Role of the SLMS**

### Elective Courses: 15 hours required

**[Before] Instructional Technology Certification sequence\***

**MEDT 7461 Instructional Technology, Media, & Design**

**MEDT 7464 Designing Technology Enhanced Instruction**

**MEDT 7490 Visual and Media Literacy for Teaching and Learning**

**MEDT 7476 Assessing Learning in Technology-Enhanced Instruction**

**[Before] Reading Endorsement sequence\***

**READ 7271 Theoretical and Pedagogical Approaches to Language and Literacy Instruction**

**READ 7263 Comprehensive Language and Literacy Assessments and Interventions**

**READ 7201 Teacher as Language and Literacy Leader**

**[Before] Online Teaching Endorsement sequence\***

**MEDT 7461 Instructional Technology, Media, & Design**

**[Right] (or MEDT 7464 Designing Technology Enhanced Instruction)**

**MEDT 7472 Introduction to Distance Learning**

**MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning**

**Evaluation of Online Learning**

**MEDT 7492 Leadership and Administration of Online Learning and e-Learning**

**[Before] Additional Electives**

**MEDT 7485 Special Topics in Media**

**MEDT 7465 Integrating Technology for Teaching and Learning in the School Library Media Program**

**MEDT 7479 Digital Game-Based Learning**

**MEDT 7480 Global Learning and Collaboration with Technology**

**MEDT 7467 Web Design for Instruction**

**MEDT 7470 Digital Media Production and Utilization**

**MEDT 7473 Advanced Multimedia**

**CEPD 8102 Lifespan Human Development**

**[After] Other electives as approved by advisor**

**\*Required courses for certification/endorsement through Georgia Professional Standards Commission (GaPSC).**

**Must pass the appropriate GACE content assessment(s), if applicable, to be eligible for certification.**

## **Instructional Technology Concentration**

### **Instructional Technology Required Courses (12 hours)**

**MEDT 8461 Diffusion of Innovations**

**MEDT 8462 Leading and Managing Instructional Technology Programs**

**MEDT 8463 Issues in Instructional Technology**

**MEDT 8465 Human Performance Improvement**

**MEDT 8466 Comprehensive Exam for Ed.S. Media IT**

### **Electives/Tracks (15 hours)**

**[Before] IT Certification\* (9 hours)**

**MEDT 7490 Visual and Media Literacy for Teaching and Learning** 334/584

**MEDT 7464 Designing Technology Enhanced Instruction**

**MEDT 7476 Assessing Learning in Technology-Enhanced Instruction**

**[Before] Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)**

**MEDT 7472 Introduction to Distance Learning**

**[Right] (Prerequisite: MEDT 7461 or MEDT 7464 )**

**MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning**

**[Right] (Prerequisite: MEDT 7472 )**

**MEDT 7492 Leadership and Administration of Online Learning and e-Learning**

**[Right] (Prerequisite or Corequisite: MEDT 7491 )**

**[Before] Additional Electives**

**MEDT 7467 Web Design for Instruction**

**MEDT 7468 Instructional Multimedia Design and Development**

**MEDT 7470 Digital Media Production and Utilization**

**MEDT 7473 Advanced Multimedia**

**MEDT 7479 Digital Game-Based Learning**

**MEDT 7480 Global Learning and Collaboration with Technology**

**MEDT 7485 Special Topics in Media**

**[Right] (with advisor approval)**

**CEPD 8102 Lifespan Human Development**

**[After] Others to be approved by advisor**

**[After] 1. The Instructional Technology Certification courses (e.g., MEDT 7461, MEDT 7468, MEDT 7476, and MEDT 7490) are required courses for Instructional Technology Certification through the Georgia Professional Standards Commission (GaPSC) but can be taken as electives for non-certification students.**

**2. Students must pass the GACE Content Assessments for IT if they seek certification.**

**3. Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification and Online Teaching Endorsement.**

**4. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a current clear, renewable teaching certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12**

environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies.

5. The Online Teaching Endorsement and the Online Teaching Certificate courses can only be taken one-per-semester. Therefore, the programs take between three and four semesters at a minimum.

6. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.

7. To graduate, students must hold a minimum of a "B" average (i.e., 3.0).

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto: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


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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



General: click on "View Curriculum General" 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 ITMD EDS with a concentration in School Library Media is currently 27 hours. To be more competitive across the nation and to better adhere to graduate expectations we are adding 3 hours to the program. This will help particularly in South Carolina where librarians can get free graduate tuition but in order to get a pay raise, the program needs to be 30 hours post graduate. This will allow us to market to our neighboring state in more meaningful ways.

**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 the [Policy Summary and Decision Matrix](#)


Send questions to [rakins@westga.edu](mailto:rakins@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 documentsI 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.

Student Name: \_\_\_\_\_

Student ID#: \_\_\_\_\_

**University of West Georgia Program Sheet**  
**Ed.S. in Instructional Technology, Media, & Design**  
**Concentration: School Library Media CURRENT**

Student Signature: \_\_\_\_\_

Date of Entry into Program \_\_\_\_\_

**Entry Degree:** Master's

**Exit Degree:** Ed.S. in Instructional Technology, Media, & Design **(27 required)**

**Entry Certification:** SRS-5 Media Specialist (P-12) or equivalent **(27 hrs. required)**

**Exit Certification:** SRS-6 Media Specialist (P-12) **All courses are 3 credit hours.**

Specific courses to be determined collaboratively between student and advisor.

Course number	Course Title	Semester
<b>Ed.S. Core</b>		
<b>Required for all Candidates (15 hours)</b>		
MEDT 7469	Strategic Leadership Role of the SLMS	
MEDT 8468	The Instructional Leadership Role of the SLMS	
MEDT 8461	Diffusion of Innovations	
MEDT 8464	Trends and Issues in School Library Media	
MEDT 8470	Action Research for School Library Media	
<b>Electives</b>	<b>12 hours required</b>	
	<b>Instructional Technology Certification sequence</b>	
MEDT 7461	Instructional Technology, Media, & Design*	
MEDT 7464	Designing Technology Enhanced Instruction*	
MEDT 7490	Visual and Media Literacy for Teaching & Learning*	
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction*	
	<b>Reading Endorsement sequence</b>	
READ 7271	Literacy, Development, & Practices in the Digital Age*	
READ 7263	Comprehensive Literacy Assessments & Interventions*	
READ 7201	Integrating Language, Literacy & Technology across Content Area*	
	<b>Online Teaching Endorsement sequence</b>	
MEDT 7461	Instructional Technology, Media, & Design	
MEDT 7472	Introduction to Distance Education	
MEDT 7491	Implementation, Assessment, & Evaluation of Online Learning	
MEDT 7492	Leadership & Administration of Online Learning & e-Learning	
	<b>Additional Electives</b>	
MEDT 7485	Special Topics in Media	
MEDT 7479	Digital Game Based Learning	
MEDT 7480	Global Learning and Collaboration with Technology	
MEDT 7467	Web Design for Instruction	
MEDT 7470	Digital Media Production & Utilization	
MEDT 7473	Advanced Multimedia	
CEPD 8102	Life Span Human Development	
	Other electives as approved by advisor	

\*Required courses for certification/endorsement through Georgia Professional Standards Commission (GaPSC). Must pass the appropriate GACE content assessment(s) to be eligible for certification. Subscription to TK20 required (or other program assessment database as directed).

Student Name: \_\_\_\_\_

Student ID#: \_\_\_\_\_

**University of West Georgia Program Sheet**  
**Ed.S. in Instructional Technology, Media, & Design**  
**Concentration: School Library Media PROPOSED**

Student Signature: \_\_\_\_\_

Date of Entry into Program \_\_\_\_\_

**Entry Degree:** Master's

**Exit Degree:** Ed.S. in Instructional Technology, Media, & Design **(30 required)**

**Entry Certification:** SRS-5 Media Specialist (P-12) or equivalent **(30 hrs. required)**

**Exit Certification:** SRS-6 Media Specialist (P-12) **All courses are 3 credit hours.**

Specific courses to be determined collaboratively between student and advisor.

Course number	Course Title	Semester
<b>Ed.S. Core</b>	<b>Required for all Candidates (15 hours)</b>	
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MEDT 8468	The Instructional Leadership Role of the SLMS	
MEDT 8461	Diffusion of Innovations	
MEDT 8464	Trends and Issues in School Library Media	
MEDT 8470	Action Research for School Library Media	
<b>Electives</b>	<b>15 hours required</b>	
	<b>Instructional Technology Certification sequence</b>	
MEDT 7461	Instructional Technology, Media, & Design*	
MEDT 7464	Designing Technology Enhanced Instruction*	
MEDT 7490	Visual and Media Literacy for Teaching & Learning*	
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction*	
	<b>Reading Endorsement sequence</b>	
READ 7271	Literacy, Development, & Practices in the Digital Age*	
READ 7263	Comprehensive Literacy Assessments & Interventions*	
READ 7201	Integrating Language, Literacy & Technology across Content Area*	
	<b>Online Teaching Endorsement sequence</b>	
MEDT 7461	Instructional Technology, Media, & Design (or MEDT 7464)	
MEDT 7472	Introduction to Distance Education	
MEDT 7491	Implementation, Assessment, & Evaluation of Online Learning	
MEDT 7492	Leadership & Administration of Online Learning & e-Learning	
	<b>Additional Electives</b>	
MEDT 7485	Special Topics in Media	
MEDT 7479	Digital Game Based Learning	
MEDT 7480	Global Learning and Collaboration with Technology	
MEDT 7467	Web Design for Instruction	
MEDT 7470	Digital Media Production & Utilization	
MEDT 7473	Advanced Multimedia	
MEDT 7465	Integrating Technology for Teaching and Learning in the SLM Program	
CEPD 8102	Life Span Human Development	
	Other electives as approved by Advisor	

\*Required courses for certification/endorsement through Georgia Professional Standards Commission (GaPSC). Must pass the appropriate GACE content assessment(s) to be eligible for certification.

# Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods

2022-2023 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.** Unit administering the certificate within UWG

**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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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

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

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\*** Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods

**Program ID - DO NOT EDIT\*** 19

**Program Code - DO NOT EDIT** 19

**Program Type\***

**Degree Type\***

**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. A one-time application fee of \$40 is required.

Applicants should also review the Graduate Studies website for individual program specific requirements and tasks that must be completed prior to admission. See Graduate Studies Application Process.

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

Official transcripts from a regionally or nationally accredited institution are required and should be sent directly to the UWG International Student Admissions and Programs (ISAP) Office.

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

**Curriculum Information**

## **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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Follow these steps to propose courses to the program curriculum.

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

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## Justification and Assessment

**Rationale\*** In January 2022, the Sociology Program contacted all other programs with courses in this certificate about taking over its management, due to lack of faculty interest within the program. The Dept. of Leadership, Research, and School Improvement expressed interest in doing this, while other programs said no or did not reply. On Feb. 11, 2022, the sociology faculty voted to transfer this certificate to Leadership, Research, and School Improvement.

This is not a change to the certificate's curriculum or its assessment, but a change in where the certificate is housed at UWG.

A MOU with signatures from all departments with courses included in this certificate is attached.

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

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to [rakins@westga.edu](mailto:rakins@westga.edu)

- Please select all that apply.\***
- This change affects 25-49% of the program's curriculum content.
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  - 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

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### 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.

**Memorandum of Understanding  
Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods**

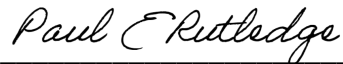
February 21, 2022

This document confirms the transference of the Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods from the Sociology program to the Department of Leadership, Research, and School Improvement. This interdisciplinary certificate includes courses from the following programs: criminology, economics, educational research, geography, political science, psychology, and sociology. To ensure all affected programs approve of the change, the department chairs housing these programs indicate their support below.


**Department of Anthropology, Psychology, and Sociology**

Print Name: Elroi J. Windsor Date: 2/22/22 Signature: 


**Department of Civic Engagement and Public Service**

Print Name: Paul Rutledge Date: 2/22/2022 Signature: 

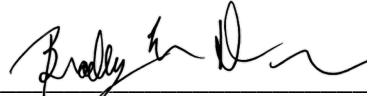
**Department of Economics**

Print Name: Joey Smith Date: 2/22/2022 Signature: 

**Department of Leadership, Research, and School Improvement**

Print Name: Mary Alice Varga Date: 2/21/2022 Signature: 

**Department of Natural Sciences**

Print Name: Bradley Deline Date: 2/21/22 Signature: 

# Special Education, M.Ed.

## 2022-2023 Graduate Revise Program Request

### 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.

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If you have any questions, please email [curriculog@westga.edu](mailto: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.

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

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

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\*** Special Education, M.Ed.

**Program ID - DO NOT EDIT\*** 19

**Program Code - DO NOT EDIT** 19

**Program Type\***

**Degree Type\***

**Program Description\*** The Department of Literacy and Special Education in the College of Education at the University of West Georgia (COE-UWG) offers the Master of Education program in Special Education (MEd-SPED). The program in Special Education prepares candidates who hold a current teaching certificate to expand their professional knowledge, skills, and dispositions for enhancing effective practice through the exploration of new knowledge and the comprehension of research constructs. Candidates who successfully complete this program and other requirements of the state certification agency (GaPSC) may be eligible for a certificate upgrade of their current Georgia teaching certificate to a level 5.

The M.Ed. in Special Education - General Curriculum is a 30 hour program with 24 hours in the special education core and 6 hours of electives, plus an exit exam/Electronic Portfolio. For those students who do not have a degree in special education but do have a clear, renewable, professional teaching certificate in special education, the program consists of 30 credit hours in Special Education and 6 hours of prerequisite courses, plus an exit exam/Electronic Portfolio. Courses meet the National Board for Professional Teaching Standards - Exceptional Needs Specialist/Early Childhood through Young Adulthood and the Council for Exceptional Children standards. Candidates need to work closely with their advisor for most effective scheduling of classes. Most of the SPED MEd classes are offered twice per year.

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

## Curriculum Information



## Admission Requirements

Admission to the program requires an applicant to:

Complete requirements for a Bachelor's degree from an accredited institution.

Present a cumulative 3.0 (4.0 scale) grade point average or higher on all undergraduate work.

Present a current renewable certificate in Special Education.

## For candidates who have a Bachelor's in Special Education:

### Special Education Core (24 credit hours)

**EDRS 6301 Introduction to Research in the Human Sciences**

**SPED 6721 Professional Seminar**

**CURR 6575 Curriculum Trends and Issues**

**SPED 7721 Assessment in Special Education**

**SPED 7705 Urban and Multicultural Issues in Special Education**

**SPED 7724 Collaboration and Inclusion**

[Left] \*\*

**SPED 6500 Dyslexia: Methods and Instructional Strategies**

[Left] \*

**SPED 7767 Strategies for Challenging Behaviors**

**SPED 6795 Comprehensive Exam for the Master of Education: Special Education**

### Electives (6 credit hours total)

[Left] \*

**SPED 7716 Autism: Theories and Characteristics**

[Left] \*

**SPED 7726 Autism: Collaboration and Instruction**

[Left] \*\*

**READ 7263 Comprehensive Language and Literacy Assessments and Interventions**

[Left] \*\*

**SLPA 7720 Language Disorders and Literacy**

[After] **Other 6000/7000 level classes with permission of advisor**

**\*These classes make up the Autism Endorsement**

**\*\*These classes make up the Dyslexia Endorsement**

**Candidates who do NOT have a Bachelor's in Special Education will need to take the following two classes as electives in their FIRST semester:**

### **Prerequisites:**

**SPED 6709 Regulations and Requirements in Special Education**

**SPED 6715 Educational Characteristics of Learners: Mild Disabilities**

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto: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 program faculty are proposing to remove SPED 7765 Advanced Differentiated Instruction from the program plan, and replace it with SPED 6500 Dyslexia: Methods and Instructional Strategies. The new program plan will provide students with a greater knowledge of working with individuals with Dyslexia and Literacy Challenges. This will align with the state of Georgia's focus on preparing teachers to better educate students with Dyslexia.

In addition, we are adding to the Electives two courses (READ 7263 and SLPA 7720) that partially make up the three course Dyslexia Endorsement.

**If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.** The SLOs will not change.

### SACSCOC Substantive Change


Please review the [Policy Summary and Decision Matrix](#)

Send questions to [rakins@westga.edu](mailto:rakins@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
  - Change in credit hours required to complete the program
  - None of these apply

**SACSCOC Comments** Replace SPED 7765 with SPED 6500

### 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.

#### 2.) Assessment Plan


All 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 assessment template from [here](#) complete, and upload.

- 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.

UNIVERSITY OF WEST GEORGIA  
 DEPARTMENT OF LITERACY AND SPECIAL EDUCATION  
**Master of Education (M.Ed.) – Special Education**  
**General Curriculum/Behavior Intervention Specialist**  
 PROGRAM SHEET

Name: \_\_\_\_\_ UWG ID 917#: \_\_\_\_\_

For candidates who have a Bachelor’s in Special Education:

<b>Special Education Core (24 credit hours)</b>	<b>Grade</b>	<b>Transfer/ Substitute</b>	<b>Date taken</b>
EDRS 6301 Research in Education			
SPED 6721 Professional Seminar			
CURR 6575 Curriculum Trends and Issues			
SPED 7721 Assessment in Special Education			
SPED 7705 Urban & Multicultural Aspects of Special Education			
SPED 7724 Collaboration & Inclusion			
SPED 7765 Advanced Differentiated Instruction			
*SPED 7767 Challenging Behaviors			
SPED 6795 M.Ed. Comprehensive Exam			
<b>Electives (6 credit hours total)</b>			
*SPED 7716 Theory and Characteristics of Autism			
*SPED 7726 Autism Collaboration and Instruction			
Other 6000/7000 level classes with permission of advisor			

\* Three classes make up the autism endorsement (ASD)

Candidates who do NOT have a Bachelor's in Special Education will need to take the following two classes as electives in their FIRST semester:

<b>Prerequisites</b>	<b>Grade</b>	<b>Transfer/ Substitute</b>	<b>Date taken</b>
SPED 6709 Rules & Regulations in Special Education			
SPED 6715 Characteristics (General Curriculum)			

**UNIVERSITY OF WEST GEORGIA**  
**DEPARTMENT OF LITERACY AND SPECIAL EDUCATION**  
**Master of Education (M.Ed.) – Special Education**  
**General Curriculum/Behavior Intervention Specialist**  
**PROGRAM SHEET**

Name: \_\_\_\_\_ UWG ID 917#: \_\_\_\_\_

For candidates who have a Bachelor’s in Special Education:

<b>Special Education Core (24 credit hours)</b>	<b>Grade</b>	<b>Transfer/ Substitute</b>	<b>Date taken</b>
EDRS 6301 Research in Education			
SPED 6721 Professional Seminar			
CURR 6575 Curriculum Trends and Issues			
SPED 7721 Assessment in Special Education			
SPED 7705 Urban & Multicultural Aspects of Special Education			
SPED 7724 Collaboration & Inclusion			
**SPED 6500 Dyslexia: Methods and Instructional Strategies			
*SPED 7767 Challenging Behaviors			
SPED 6795 M.Ed. Comprehensive Exam			
<b>Choose 2 Electives (6 credit hours total)</b>			
*SPED 7716 Theory and Characteristics of Autism			
*SPED 7726 Autism Collaboration and Instruction			
**READ 7263 Comprehensive Language and Literacy Assessments and Interventions			
**SLPA 7720 Language Disorders and Literacy			
Other 6000/7000 level classes with permission of advisor			

\* These classes make up the autism endorsement \*\* These classes make up the Dyslexia Endorsement



Candidates who do NOT have a Bachelor's in Special Education will need to take the following two classes as electives in their FIRST semester:

<b>Prerequisites</b>	<b>Grade</b>	<b>Transfer/ Substitute</b>	<b>Date taken</b>
SPED 6709 Rules & Regulations in Special Education			
SPED 6715 Characteristics (General Curriculum)			

# Current + M.Ed. Curriculum Map

This worksheet was designed to ensure that each CEC advanced standard is being assessed by a Key Assessment.

M.Ed. Special Education Courses:	CEC 1: Assessment	CEC 2: Curricular Content Knowledge	CEC 3: Programs, Services, & Outcomes	CEC 4: Research & Inquiry	CEC 5: Leadership & Policy	CEC 6: Professional & Ethical Practice	CEC 7: Collaboration	Notes
<p><b>SPED 6721: Professional Seminar</b></p> <p><b>SPED 7765: Advanced Differentiated Instruction</b></p>						<p>Key Assessment: Evidence-based Practices Position Paper</p>		<p>Notes</p> <p>We aligned this class with standard 6 and talked about focusing on ethics and fidelity</p>
<p><b>SPED 7721: Assessment in Special Education</b></p>	<p>Key Assessment: Assessment Portfolio</p>	<p>Key Assessment: Strategy Instruction Project</p>	<p>Key Assessment: Strategy Instruction Project</p>	<p>Key Assessment: Strategy Instruction Project</p>				<p>Course aligned with Standard 1 (focus on validity, reliability, and reducing bias)</p> <p>We aligned this class with Standards 5 &amp; 7 and talked about focusing on advocacy and leadership</p>
<p><b>SPED 7724: Collaboration &amp; Instruction</b></p>					<p>Key Assessment: Collaborative Leadership Project</p>		<p>Key Assessment: Collaborative Leadership Project</p>	
<p><b>SPED 6795: Comp Exam</b></p> <p><b>Courses without Key Assessments:</b></p> <p>SPED 6715: Characteristics</p> <p>SPED 6709: Policies and Procedures</p> <p>SPED 7705: Urban &amp; Multicultural Issues in Special Education</p> <p>EDRS 6301: Research in Education</p> <p>SPED 7767: Challenging Behaviors</p> <p>SPED 7726: Autism Collaboration and Instruction</p> <p>SPED 7716: Theory &amp; Characteristics of Autism</p> <p>CURR 6575: Curriculum Trends and Issues</p>	<p>Key Assessment: Comps</p>	<p>Key Assessment: Comps</p>	<p>Key Assessment: Comps</p>	<p>Key Assessment: Comps</p>	<p>Key Assessment: Comps</p>	<p>Key Assessment: Comps</p>	<p>Key Assessment: Comps</p>	

# Proposed M.Ed. Curriculum Map

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M.Ed. Special Education Courses:	CEC 1: Assessment	CEC 2: Curricular Content Knowledge	CEC 3: Programs, Services, & Outcomes	CEC 4: Research & Inquiry	CEC 5: Leadership & Policy	CEC 6: Professional & Ethical Practice	CEC 7: Collaboration
<p><b>SPED 6721: Professional Seminar</b></p> <p><b>SPED 6500: Dyslexia: Methods and Instructional Strategies</b></p> <p><b>SPED 7721: Assessment in Special Education</b></p> <p><b>SPED 7724: Collaboration &amp; Instruction</b></p> <p><b>SPED 7767: Challenging Behaviors</b></p> <p><b>SPED 6795: Comp Exam</b></p> <p><b>SPED 6715: Characteristics</b></p> <p><b>SPED 6709: Policies and Procedures</b></p> <p>SPED 7705: Urban &amp; Multicultural Issues in Special Education</p> <p>EDRS 6301: Research in Education</p> <p>SPED 7726: Autism Collaboration and Instruction</p> <p>SPED 7716: Theory &amp; Characteristics of Autism</p> <p>CURR 6575: Curriculum Trends and Issues</p>	<p>Key Assessment: Portfolio</p>	<p>Key Assessment: Strategy Instruction Project</p>	<p>Key Assessment: Strategy Instruction Project</p>	<p>Key Assessment: Behavior Support Plan</p>	<p>Key Assessment: Collaborative Leadership Project</p>	<p>Key Assessment: Evidence-based Practices Position Paper</p>	<p>Key Assessment: Collaborative Leadership Project</p>
<p>Courses without Key Assessments:</p>	<p>Key Assessment: Comps</p>	<p>Key Assessment: Comps</p>	<p>Key Assessment: Comps</p>	<p>Key Assessment: Comps</p>	<p>Key Assessment: Comps</p>	<p>Key Assessment: Comps</p>	<p>Key Assessment: Comps</p>

# Georgia WebMBA®

## 2022-2023 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.**

**Desired Effective Semester\***

**Desired Effective Year\***

### Routing Information

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School/ Department  Department of Management

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

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Program Name  
Program Description

**Program Name\*** Georgia WebMBA®

**Program ID - DO NOT EDIT\*** 19

**Program Code - DO NOT EDIT** 19

**Program Type\***

**Degree Type\***

**Program Description\*** The Georgia WebMBA® is a 30 semester hour program that offers professionals the opportunity to earn an accredited online MBA degree. As one of the seven collaborating institutions, the University of West Georgia admits students into this program each Spring and Fall. All participating institutions are accredited by the Association to Advance Collegiate Schools of Business International (AACSB), the premier accrediting body for business degree programs.

Applicants who have an undergraduate degree from an accredited institution with a minimum GPA of 2.5 or higher with at least a minimum of two years of professional work experience will be granted regular acceptance.

All Georgia WebMBA® courses are offered completely online. The Georgia WebMBA® is a lockstep program in that all students in each cohort complete all courses together. The program is part-time (6 credits per semester). If all coursework is completed on schedule, students earn the degree in 22 months.

Prior to entering the WebMBA program, students must demonstrate competency in the principles and practices of business. This can be demonstrated by successfully completing undergraduate courses or through the completion of learning modules in the following areas:

Financial Accounting

Managerial Accounting

Corporate Finance

Business Statistics

Learning Outcomes

Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.

Recognize and evaluate the impact on business decisions of the ethical and social dimensions of business activities.

Formulate and assess integrated technology solutions to influence structures, processes, and techniques of management.

Analyze global economic environments, integrate multiple business components, and assess impact using a risk analysis.

Integrate multiple business functions across a broad range of situations by solving problems and making strategic decisions.

Apply team-development and leadership skills in group settings to produce, evaluate and present business decision

Georgia WebMBA® Admission Criteria

The WebMBA® program in the Richards College of Business relies on a competitive admission process. In all cases final admission decisions are made by the Richards College of Business Graduate Admissions Committee. Applicants must meet the following criteria:

Complete the online graduate application, including a paid application fee.

An Undergraduate degree from an accredited institution (official transcripts from all credit-granting institutions must be submitted) with a minimum GPA of 2.5 or higher.

A minimum of two years of professional work experience.

Required Graduate Coursework<sup>367/584</sup>

Status\*  Active-Visible  Inactive-Hidden

Program Location\*

Online

## Curriculum Information

Prospective Curriculum\*

### Required Graduate Coursework

**WMBA 1000 - WebMBA® Orientation (two-day orientation required of all students)**

**WMBA 6000 - Human Behavior in Organizations**

**WMBA 6010 - Managerial Accounting**

**WMBA 6030 - Global and International Business**

**WMBA 6040 - Managerial Decision Analysis Using Business Intelligence**

**WMBA 6050 - Strategic Marketing**

**WMBA 6100 - Operations and Supply Chain Management**

**WMBA 6060 - Managerial Finance**

**WMBA 6070 - Entrepreneurship-New Venture Analysis**

**WMBA 6080 - Management Information Systems**

**WMBA 6110 - Business Strategy (Capstone)**



## PROGRAM CURRICULUM


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Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses


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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 University of West Georgia is one of the consortium institutions in the Georgia WebMBA program. As a consortium, we noticed that the entry requirements were inconsistent across institutions. In an attempt to remove barriers and create consistency, the consortium is providing each incoming student with access to a foundational knowledge service, MBA Math. Therefore, to align with other participating institutions, we propose to remove all prerequisite courses for the WebMBA Program. Incoming WebMBA students will be provided access to MBA Math at no cost and they will have access before classes start. MBA Math consists of five subject areas:

Spreadsheets, finance, microeconomics, statistics, and accounting.

Faculty will receive training on the MBA Math Platform and will be encouraged to incorporate links to this material in their syllabus so that students know which knowledge sets are important to be prepared for success in the program.

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

#### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to [rakins@westga.edu](mailto:rakins@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 documentsI 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.

# Master of Business Administration, M.B.A.

## 2022-2023 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.**

**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](mailto:curriculog@westga.edu).

School/ Department  Department of Management

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

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

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 Business Administration, M.B.A.

**Program ID - DO NOT EDIT\*** 19

**Program Code - DO NOT EDIT** 19

**Program Type\***

**Degree Type\***

**Program Description\*** Through a rigorous and intellectually challenging experience, the Master of Business Administration (MBA) program engages students in the process of solving business problems. The MBA program prepares students to perform effectively in management positions or to pursue further studies.

The objectives of the MBA program are to enhance the student's ability to:

- Communicate at a professional level in oral presentations and in writing using appropriate technologies.
- Work effectively with others and lead in organizational situations.
- Identify how globalization affects organizations and their environment.
- Recognize the importance of ethical decision making.
- Integrate analytical and problem solving skills with concepts and theories from all functional areas of business using appropriate analytical and decision making technologies.

The MBA program is accredited by the Association to Advance Collegiate Schools of Business International (AACSB), the premier accrediting agency for management education. The MBA serves working professionals through evening courses on the main campus in Carrollton, and our satellite locations in Newnan and Douglasville. Full time MBA students enrolled for the Fall semester on the Carrollton campus can complete the MBA program in one year. The online Georgia WebMBA® program is also available as a separate program (listed below).

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

## Curriculum Information

## Degree Requirements

Prior to enrolling in the MBA program, admitted students must demonstrate basic competency in business subjects. Most students with an undergraduate degree in a business field will have demonstrated their competency through the successful completion of previous course work (students must have earned a grade of "C" or higher). An applicant's transcripts will be reviewed to identify the areas in which a student must demonstrate competency, if any. If a student needs to demonstrate competency in a given subject, the student can accomplish this by successfully completing the undergraduate course (with a grade of "C" or higher) or by successfully completing a learning module that includes a competency exam in the subject area (learning modules are delivered as online content, please contact the Office of Graduate Student Services for details). A student must demonstrate competency in the following business content areas.

### Content Areas

(ACCT 2101) Financial Accounting

(ACCT 2102) Managerial Accounting

(ECON 2105 or ECON 2106) Economics

(ECON 3402) Statistics for Business and Economics

(FINC 3511) Corporate Finance

## Graduate Coursework (30 credit hours)

To earn the Master of Business Administration (MBA) degree, a student must successfully complete 30 graduate credit hours outlined below. A student can earn a Master of Business Administration with a Concentration by choosing to complete additional credit hours (please see details below). Students with an undergraduate degree in Accounting must substitute another course for ACCT 6232 with approval from the Office of Graduate Student Services. A student must also demonstrate an understanding of the content covered in the graduate course work by completing a comprehensive exam that is incorporated into the capstone course, MGNT 6681 - Strategic, Ethical, and Global Management.

## Core Courses Required (18 credit hours)

**MKTG 6815 Marketing Strategy**

**ACCT 6232 Managerial Accounting**

**ECON 6450 Managerial Economics**

**FINC 6532 Finance**

**MGNT 6670 Organizational Theory and Behavior**

**MGNT 6681 Strategic, Ethical, and Global Management**

## **Elective Courses (12 credit hours)**

Working with the Office of Graduate Student Services, MBA students develop a four course area of elective study. All elective courses must be on the 5000 level or higher and two of the courses must be on the 6000 level or higher. Two elective courses must be taken in the Richards College of Business.

## **Early Executive Track**

The Early Executive Track is designed for young professionals with little to no experience (typically less than 2 years) who want to obtain an MBA and enhance their professionalism and leadership skills and want to gain real world experience. Upon completion of this track, the MBA student will earn an Early Executive Track digital badge.

The goals of this track are the following:

- Provide students the opportunity to develop their professionalism skills
- Further develop students' leadership and communication skills needed to be successful in today's business world
- Provide opportunities to gain real world experience locally or internationally that will strengthen the student's business skills, leadership skills, and will ultimately increase their marketability in today's competitive workforce

## **Degree Requirements**

**MGNT 6675 Work Practicum**<sup>376/584</sup>



## **International Master of Business Administration Track**

The International Master of Business Administration requires the same 30 credit hours and required courses as the Master of Business Administration degree does. It allows students to pick one of our international partner schools to attend for a semester and in working with the graduate program director create an International Plan of study that fits their needs and desires. Each plan of study requires approval from the graduate program director.

## **Concentration in Business Intelligence and Cyber Security (33 credit hours)**

To earn the Master of Business Administration degree with a Concentration in Business Intelligence and Cyber Security, a student must successfully complete 33 graduate credit hours.

## **Core Courses Required (18 credit hours)**

**MKTG 6815 Marketing Strategy**  
**ACCT 6232 Managerial Accounting**  
**ECON 6450 Managerial Economics**  
**FINC 6532 Finance**  
**MGNT 6670 Organizational Theory and Behavior**  
**MGNT 6681 Strategic, Ethical, and Global Management**

## **Business Intelligence and Cyber Security: (12 credit hours)**

**CISM 5330 Enterprise Architecture**  
**CISM 5355 Cyber Security**  
**CISM 5390 Business Intelligence and Data Mining**  
**CISM 6331 Strategic Management of Information Technology**

## **One Elective Course (3 credit hours):**

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level.

\*If a student has taken CISM 4330, they cannot take CISM 5330.

\*If a student has taken CISM 4390, they cannot take CISM 5390 .

\*If a student has taken CISM 4355, they cannot take CISM 5355.

### **Concentration in Data Analytics (33 credit hours)**

To earn the Master of Business Administration degree with a Concentration in Data Analytics, a student must successfully complete 33 graduate credit hours.

### **Core Courses Required (18 credit hours):**

**MKTG 6815 Marketing Strategy**  
**ACCT 6232 Managerial Accounting**  
**ECON 6450 Managerial Economics**  
**FINC 6532 Finance**  
**MGNT 6670 Organizational Theory and Behavior**  
**MGNT 6681 Strategic, Ethical, and Global Management**

### **Data Analytics (12 credit hours): Select 4 courses from the following:**

**CISM 5390 Business Intelligence and Data Mining**  
**ECON 6430 Business Forecasting**  
**ECON 5475 Applied Econometrics and Analytics**  
**[Right] \***

**ECON 6485 Special Topics in Economics**  
**[Right] \*\***

**MKTG 6815 Marketing Strategy**  
**[After] \*Students who have completed the**

undergraduate econometrics course (ECON 4475) are not allowed to take ECON 5475 as part of the Data Analytics Concentration.

**\*\*At most, two of the courses in the concentration may be the special topics course (ECON 6485)**

### **One Elective Course (3 credit hours):**

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be at the 6000 level. Any RCOB 6000 or higher elective or other 6000 or higher elective approved by the program director or advisor.

### **Concentration in Digital Marketing (33 credit hours)**

To earn the Master of Business Administration degree with a Concentration in Digital Marketing, a student must successfully complete 33 graduate credit hours.

### **Core Courses Required (18 credit hours):**

**MKTG 6815 Marketing Strategy**  
**ACCT 6232 Managerial Accounting**  
**ECON 6450 Managerial Economics**  
**FINC 6532 Finance**  
**MGNT 6670 Organizational Theory and Behavior**  
**MGNT 6681 Strategic, Ethical, and Global Management**

### **Digital Marketing (12 credit hours):**

**MKTG 5810 Social Media and Online Marketing**  
**MKTG 5818 Business Web Design**  
**MKTG 6850 Analytical Methods in Marketing**  
**MKTG 6868 Marketing Models**

**One Elective Course (3 credit hours):**

## **One Elective Course (3 credit hours):**

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level.

\*If a student has taken MKTG 4818, they cannot take MKTG 5818.

\*If a student has taken MKTG 4868, they cannot take MKTG 5868.

\*If a student has taken MKTG 4810, they cannot take MKTG 5810.

## **Concentration in IoT, Networking, and Cyber Security (33 credit hours)**

To earn the Master of Business Administration degree with a Concentration in IoT, Networking, and Cyber Security, a student must successfully complete 33 graduate credit hours. The completion of this concentration provides the student the opportunity to earn 3 Cisco digital badges and 2 Cisco certification vouchers.

## **Core Courses Required (18 credit hours):**

**MKTG 6815 Marketing Strategy**  
**ACCT 6232 Managerial Accounting**  
**ECON 6450 Managerial Economics**  
**FINC 6532 Finance**  
**MGNT 6670 Organizational Theory and Behavior**  
**MGNT 6681 Strategic, Ethical, and Global Management**

## **Business Intelligence and Cyber Security (12 credit hours):**

**CISM 5355 Cyber Security**  
**CISM 5500 Advanced Networking: Switching, Routing, and Wireless**  
**CISM 5600 Advanced Enterprise Networking, Security, and Automation**  
**CISM 6331 Strategic Management of Information Technology**

### **One Elective Course (3 hours):**

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level. Any RCOB 6000 or higher elective or other 6000 or higher elective approved by the program director or advisor.

\*If a student has taken CISM 4330, they cannot take CISM 5330.

\*If a student has taken CISM 4390, they cannot take CISM 5330.

\*If a student has taken CISM 4355, they cannot take CISM 5355.

\*Introduction to IoT and Networking - Prereq taken as CISM 3350, bootcamp through UWG, or equivalent coursework

### **Concentration in Sales and Consumer Research (3 credit hours)**

To earn the Master of Business Administration degree with a Concentration in Sales and Consumer Research, a student must successfully complete 33 graduate credit hours.

### **Core Courses Required (18 credit hours):**

**MKTG 6815 Marketing Strategy**

**ACCT 6232 Managerial Accounting**

**ECON 6450 Managerial Economics**

**FINC 6532 Finance**

**MGNT 6670 Organizational Theory and Behavior**

**MGNT 6681 Strategic, Ethical, and Global Management**

### **Sales and Consumer Research (12 credit hours);**

### **One Elective Course (3 credit hours):**

**Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level.**

**\*If a student has taken MKTG 4805, they cannot take MKTG 5805.**

**\*If a student has taken MKTG 4864, they cannot take MKTG 5864.**

**\*If a student has taken MKTG 4868, they cannot take MKTG 5868.**

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto: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\*** This request is to update the Digital Marketing Concentration courses.

MKTG 6868 was created specifically for the graduate program. Previously MKTG 5868 was a cross-listed Marketing Metrics course that was included in the concentration. MKTG 6868 Marketing Models was created to be a graduate-only version of the course. This request is to update the concentration with the newly approved graduate course.

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

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [rakins@westga.edu](mailto:rakins@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 documentsI 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.

**2021-2022  
Program Map  
MBA with a Concentration in Digital Marketing**

YEAR 1			
Fall		Spring	
Course	Credits	Course	Credits
ACCT 6232	3	FINC 6532	3
MKTG 6815	3	ECON 6450*	3
MKTG 5810	3	MKTG 5818	3
MKTG 6868		MKTG 6850	3
SEMESTER TOTAL	9	SEMESTER TOTAL	12
Milestones		Milestones	
		*ECON 6450 – Must have completed ECON 2105 or 2106, ECON 3402	
YEAR 1			
Summer		TERM 2	
Course	Credits	Course	Credits
MGNT 6670	3		
MGNT 6681*	3		
Free Elective**	3		
	3		
SEMESTER TOTAL	12	SEMESTER TOTAL	
Milestones		Milestones	
*MGNT 6681 - MKTG 6815, FINC 6532 and within 15 hours of graduation			
** Any RCOB 6000 or higher electives or other 6000 or higher electives approved by the program director or advisor.			

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	

# Master of Business Administration, M.B.A.

## 2022-2023 Graduate Revise Program Request

### 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](mailto: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.

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If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department  Department of Management

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

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

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 Business Administration, M.B.A.

**Program ID - DO NOT EDIT\*** 19

**Program Code - DO NOT EDIT** 19

**Program Type\***

**Degree Type\***

**Program Description\*** Through a rigorous and intellectually challenging experience, the Master of Business Administration (MBA) program engages students in the process of solving business problems. The MBA program prepares students to perform effectively in management positions or to pursue further studies.

The objectives of the MBA program are to enhance the student's ability to:

- Communicate at a professional level in oral presentations and in writing using appropriate technologies.
- Work effectively with others and lead in organizational situations.
- Identify how globalization affects organizations and their environment.
- Recognize the importance of ethical decision making.
- Integrate analytical and problem solving skills with concepts and theories from all functional areas of business using appropriate analytical and decision making technologies.

The MBA program is accredited by the Association to Advance Collegiate Schools of Business International (AACSB), the premier accrediting agency for management education. The MBA serves working professionals through evening courses on the main campus in Carrollton, and our satellite locations in Newnan and Douglasville. Full time MBA students enrolled for the Fall semester on the Carrollton campus can complete the MBA program in one year. The online Georgia WebMBA® program is also available as a separate program (listed below).

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

## Curriculum Information

## Degree Requirements

Prior to enrolling in the MBA program, admitted students must demonstrate basic competency in business subjects. Most students with an undergraduate degree in a business field will have demonstrated their competency through the successful completion of previous course work (students must have earned a grade of "C" or higher). An applicant's transcripts will be reviewed to identify the areas in which a student must demonstrate competency, if any. If a student needs to demonstrate competency in a given subject, the student can accomplish this by successfully completing the undergraduate course (with a grade of "C" or higher) or by successfully completing a learning module that includes a competency exam in the subject area (learning modules are delivered as online content, please contact the Office of Graduate Student Services for details). A student must demonstrate competency in the following business content areas.

### Content Areas

(ACCT 2101) Financial Accounting

(ACCT 2102) Managerial Accounting

(ECON 2105 or ECON 2106) Economics

(ECON 3402) Statistics for Business and Economics

(FINC 3511) Corporate Finance

## Graduate Coursework (30 credit hours)

To earn the Master of Business Administration (MBA) degree, a student must successfully complete 30 graduate credit hours outlined below. A student can earn a Master of Business Administration with a Concentration by choosing to complete additional credit hours (please see details below). Students with an undergraduate degree in Accounting must substitute another course for ACCT 6232 with approval from the Office of Graduate Student Services. A student must also demonstrate an understanding of the content covered in the graduate course work by completing a comprehensive exam that is incorporated into the capstone course, MGNT 6681 - Strategic, Ethical, and Global Management.

## Core Courses Required (18 credit hours)

**MKTG 6815 Marketing Strategy**  
**ACCT 6232 Managerial Accounting**  
**ECON 6450 Managerial Economics**  
**FINC 6532 Finance**  
**MGNT 6670 Organizational Theory and Behavior**  
**MGNT 6681 Strategic, Ethical, and Global Management**

## **Elective Courses (12 credit hours)**

Working with the Office of Graduate Student Services, MBA students develop a four course area of elective study. All elective courses must be on the 5000 level or higher and two of the courses must be on the 6000 level or higher. Two elective courses must be taken in the Richards College of Business.

## **Early Executive Track**

The Early Executive Track is designed for young professionals with little to no experience (typically less than 2 years) who want to obtain an MBA and enhance their professionalism and leadership skills and want to gain real world experience. Upon completion of this track, the MBA student will earn an Early Executive Track digital badge.

The goals of this track are the following:

- Provide students the opportunity to develop their professionalism skills
- Further develop students' leadership and communication skills needed to be successful in today's business world
- Provide opportunities to gain real world experience locally or internationally that will strengthen the student's business skills, leadership skills, and will ultimately increase their marketability in today's competitive workforce

## **Degree Requirements**

**MGNT 6675 Work Practicum**

392/584



## **International Master of Business Administration Track**

The International Master of Business Administration requires the same 30 credit hours and required courses as the Master of Business Administration degree does. It allows students to pick one of our international partner schools to attend for a semester and in working with the graduate program director create an International Plan of study that fits their needs and desires. Each plan of study requires approval from the graduate program director.

## **Concentration in Business Intelligence and Cyber Security (33 credit hours)**

To earn the Master of Business Administration degree with a Concentration in Business Intelligence and Cyber Security, a student must successfully complete 33 graduate credit hours.

## **Core Courses Required (18 credit hours)**

**MKTG 6815 Marketing Strategy**  
**ACCT 6232 Managerial Accounting**  
**ECON 6450 Managerial Economics**  
**FINC 6532 Finance**  
**MGNT 6670 Organizational Theory and Behavior**  
**MGNT 6681 Strategic, Ethical, and Global Management**

## **Business Intelligence and Cyber Security: (12 credit hours)**

**CISM 5330 Enterprise Architecture**  
**CISM 5355 Cyber Security**  
**CISM 5390 Business Intelligence and Data Mining**  
**CISM 6331 Strategic Management of Information Technology**

## **One Elective Course (3 credit hours):**

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level.

\*If a student has taken CISM 4330, they cannot take CISM 5330.

\*If a student has taken CISM 4390, they cannot take CISM 5390 .

\*If a student has taken CISM 4355, they cannot take CISM 5355.

### **Concentration in Data Analytics (33 credit hours)**

To earn the Master of Business Administration degree with a Concentration in Data Analytics, a student must successfully complete 33 graduate credit hours.

### **Core Courses Required (18 credit hours):**

**MKTG 6815 Marketing Strategy**  
**ACCT 6232 Managerial Accounting**  
**ECON 6450 Managerial Economics**  
**FINC 6532 Finance**  
**MGNT 6670 Organizational Theory and Behavior**  
**MGNT 6681 Strategic, Ethical, and Global Management**

### **Data Analytics (12 credit hours): Select 4 courses from the following:**

**CISM 5390 Business Intelligence and Data Mining**  
**ECON 6430 Business Forecasting**  
**ECON 5475 Applied Econometrics and Analytics**  
**[Right] \***

**ECON 6485 Special Topics in Economics**  
**[Right] \*\***

**MKTG 6815 Marketing Strategy**  
**[After] \*Students who have completed the**

undergraduate econometrics course (ECON 4475) are not allowed to take ECON 5475 as part of the Data Analytics Concentration.

**\*\*At most, two of the courses in the concentration may be the special topics course (ECON 6485)**

### **One Elective Course (3 credit hours):**

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be at the 6000 level. Any RCOB 6000 or higher elective or other 6000 or higher elective approved by the program director or advisor.

### **Concentration in Digital Marketing (33 credit hours)**

To earn the Master of Business Administration degree with a Concentration in Digital Marketing, a student must successfully complete 33 graduate credit hours.

### **Core Courses Required (18 credit hours):**

**MKTG 6815 Marketing Strategy**  
**ACCT 6232 Managerial Accounting**  
**ECON 6450 Managerial Economics**  
**FINC 6532 Finance**  
**MGNT 6670 Organizational Theory and Behavior**  
**MGNT 6681 Strategic, Ethical, and Global Management**

### **Digital Marketing (12 credit hours):**

**MKTG 5810 Social Media and Online Marketing**  
**MKTG 5818 Business Web Design**  
**MKTG 5868 Marketing Metrics**  
**MKTG 6850 Analytical Methods in Marketing**

## **One Elective Course (3 credit hours):**

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level.

\*If a student has taken MKTG 4818, they cannot take MKTG 5818.

\*If a student has taken MKTG 4868, they cannot take MKTG 5868.

\*If a student has taken MKTG 4810, they cannot take MKTG 5810.

## **Concentration in IoT, Networking, and Cyber Security (33 credit hours)**

To earn the Master of Business Administration degree with a Concentration in IoT, Networking, and Cyber Security, a student must successfully complete 33 graduate credit hours. The completion of this concentration provides the student the opportunity to earn 3 Cisco digital badges and 2 Cisco certification vouchers.

## **Core Courses Required (18 credit hours):**

**MKTG 6815 Marketing Strategy**  
**ACCT 6232 Managerial Accounting**  
**ECON 6450 Managerial Economics**  
**FINC 6532 Finance**  
**MGNT 6670 Organizational Theory and Behavior**  
**MGNT 6681 Strategic, Ethical, and Global Management**

## **Business Intelligence and Cyber Security (12 credit hours):**

**CISM 5355 Cyber Security**  
**CISM 5500 Advanced Networking: Switching, Routing, and Wireless**  
**CISM 5600 Advanced Enterprise Networking, Security, and Automation**  
**CISM 6331 Strategic Management of Information Technology**

### **One Elective Course (3 hours):**

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level. Any RCOB 6000 or higher elective or other 6000 or higher elective approved by the program director or advisor.

\*If a student has taken CISM 4330, they cannot take CISM 5330.

\*If a student has taken CISM 4390, they cannot take CISM 5330.

\*If a student has taken CISM 4355, they cannot take CISM 5355.

\*Introduction to IoT and Networking - Prereq taken as CISM 3350, bootcamp through UWG, or equivalent coursework

### **Concentration in Sales and Consumer Research (3 credit hours)**

To earn the Master of Business Administration degree with a Concentration in Sales and Consumer Research, a student must successfully complete 33 graduate credit hours.

### **Core Courses Required (18 credit hours):**

**MKTG 6815 Marketing Strategy**

**ACCT 6232 Managerial Accounting**

**ECON 6450 Managerial Economics**

**FINC 6532 Finance**

**MGNT 6670 Organizational Theory and Behavior**

**MGNT 6681 Strategic, Ethical, and Global Management**

### **Sales and Consumer Research (12 credit hours);**

### **One Elective Course (3 credit hours):**

**Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level.**

**\*If a student has taken MKTG 4805, they cannot take MKTG 5805.**

**\*If a student has taken MKTG 4864, they cannot take MKTG 5864.**

**\*If a student has taken MKTG 4868, they cannot take MKTG 5868.**

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto: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.

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### 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 MBA program at UWG is offered in two modalities (WebMBA and traditional on-campus MBA). The leadership of the Georgia WebMBA consortium has agreed to provide access to a foundation knowledge service in the hope that faculty would remove prerequisite course requirements. This would both remove barriers and level the field of entry requirements by the school. The Georgia WebMBA consortium is covering the cost of students receiving this service for all WebMBA students.

We (RCOB) have submitted a proposal to cooperate with the WebMBA leadership and remove our prerequisite courses for incoming WebMBA students. However, this now creates inconsistency in our prerequisites across modalities if we do not also remove them for our on-campus MBA. We (RCOB GPC) proposed to Dean Johnson that we also remove all prerequisite course requirements for our traditional MBA and that we provide the same MBA Math foundation knowledge service that the WebMBA offers.

Dean Johnson has committed to covering the cost of this same foundation knowledge program for all incoming MBA students, creating consistency in what is offered, regardless of the modality selected by the student.

This foundational knowledge service is MBA Math and it consists of five subject areas: spreadsheets, finance, microeconomics, statistics, and accounting.

If this change is approved, faculty will receive training on the MBA Math Platform and will be encouraged to incorporate links to this material in their syllabus so that students know which knowledge sets are important to be prepared for success in the program. Access to this material will give all students access to the foundation knowledge they need to be successful in the MBA regardless of the (former) prerequisite courses they have taken (or how long ago they took them).

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

## SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to [rakins@westga.edu](mailto:rakins@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



REQUIRED ATTACHMENTS

ATTACH the the following required documentsI 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 Public Management

2022-2023 Graduate Revise Program 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](mailto: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.** Change of modality to 100% online

**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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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

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

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\*** Post-Baccalaureate Certificate in Public Management

**Program ID - DO NOT EDIT\*** 19

**Program Code - DO NOT EDIT** 19

**Program Type\***

**Degree Type\***

**Program Description\*** Purpose  
The Public Administration Program at the University of West Georgia offers a 12 hour course of study leading to a Graduate Certificate in Public Management (GCPM). The GCPM is designed to meet the needs of practicing and future public administrators who already have a bachelor's degree and who desire to:

broaden their understanding of the concepts and techniques of public management; or

pursue the certificate with the goal of career advancement but do not find it necessary or feasible to complete the MPA degree; or

continue their education with the goal of earning a graduate degree in public administration (MPA).

Learning Outcomes

Certificate students will demonstrate the knowledge and understanding of:

Public service values including ethics, democracy, and constitutional principles

Generalist management techniques and skills

The linkage between theory and practice

Admission

The GCPM is open to all prospective students who have a bachelor's degree from an accredited institution of higher learning with a GPA of 2.5 or above. Any bachelor's degree meets the requirements for admission. Prospective students must complete the Graduate School online application form and submit it along with official college transcripts prior to being accepted into the GCPM. Students seeking admission to the GCPM register in a non-degree/post-baccalaureate status. Courses taken by GCPM students are the same as those taken by MPA students. Students must complete their program of study within four years from the date of admission and earn no less than a 3.0 GPA.

All courses for the GCPM are offered regularly and can be taken in any order. Courses may be offered online or face-to-face. Courses taught in-person are mostly on the Carrolton campus, primarily at night, and sometimes on weekends.

Students deciding to apply for admission to the Masters in Public Administration (MPA) Program after completing the GCPM must take the Graduate Record Examination (GRE), scoring at least 286 and meet all other MPA admission requirements. Students who have completed the GCPM may apply up to 9 credit hours toward the MPA degree within six years of completion and award of the certificate.

Program Location\*

Carrollton

**Curriculum Information**

## Program Requirements

Students earn the Graduate Certificate in Public Management after successfully completing 12 credit hours as specified below:

### Core: 3-6 credit hours

POLS 5210 Public Management  
POLS 6203 Public Organizational Theory

### Skills: 3-6 credit hours

POLS 6206 Public Human Resource  
Management  
POLS 6200 Public Budgeting and Financial  
Management  
POLS 6204 Public Policy Analysis and Program  
Evaluation

### Specialization: 0-3 credit hours

In consultation with the MPA Director, you may choose one of the following graduate level courses in an area of specialization.

POLS 5202 Interorganizational Behavior  
POLS 5204 Public Finance  
POLS 5207 Technology Policy  
POLS 5208 Health Policy  
POLS 5209 Environmental Policy  
POLS 5211 State and Local Politics and  
Administration  
POLS 5212 State and Local Government  
Finance  
POLS 6205 Administrative Law and Procedures  
POLS 5215 Management of Nonprofit  
Organizations  
PLAN 5701 Technology and Sustainable  
Economic Development  
PLAN 5704 Planning Theory and Practice  
CISM 6331 Strategic Management of

**Information Technology**

**ACCT 6264 Nonprofit Accounting and Auditing**

**MGNT 5630 Dispute Resolution in  
Contemporary Organizations**

**[After] Or another elective approved by the Director.**

## **Capstone Experience: 3 credit hours**

**POLS 6290 Practicum and Assessment**

### **Note:**

**Practicum/ Assessment: Inherent in the GCPM is both an underlying theme and a concerted effort to prepare students to apply the theoretical knowledge gained in the certificate program to "real world" issues and problems faced in public sector management. The achievement of this goal is finalized through successful completion of the Practicum (application)/ Assessment (evaluation).**

**The Practicum and Assessment process ensures that the student gains practical knowledge and skill in program and policy administration by applying the latest and most effective theory and practice to their operations. This is achieved by the writing of an analysis paper of the student's public organization or a topic in public management.**

## PROGRAM CURRICULUM

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Follow these steps to propose courses to the program curriculum.

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**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

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## Justification and Assessment

**Rationale\*** The MPA degree has moved 100% online. To best align our graduate certificates with the changes to our MPA program we need to offer our certificate programs as 100% online.



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

## SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to [rakins@westga.edu](mailto:rakins@westga.edu)

- Please select all that apply.\***
- This change affects 25-49% of the program's curriculum content.
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  - 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

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#### 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.

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#### 3.) Academic Assessment Plan/Reporting

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# Post Baccalaureate Certificate in Nonprofit Management and Community Development

2022-2023 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.** Change modality to 100% online.

Desired Effective Semester\*

Desired Effective Year\*

## 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

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Program Name  
Program Description

**Program Name\*** Post Baccalaureate Certificate in Nonprofit Management and Community Development

**Program ID - DO NOT EDIT\*** 19

**Program Code - DO NOT EDIT** 19

**Program Type\***

**Degree Type\***

**Program Description\*** Purpose  
Students may earn the Graduate Certificate in Nonprofit Management and Community Development (GCNMCD) after completing 15 graduate semester credit hours. The GCNMCD is designed to train future leaders in non-profit organizations and community development. The certificate program helps students pursue the goal of career advancement in nonprofit organizations. A bachelor's degree is prerequisite. The program provides opportunities to learn:

The theoretical principles and practical applications of management for charities and nonprofit organizations

Leadership for nonprofit organizations, focusing on community development

Unique management tools for nonprofit organizations such as fundraising, marketing, accounting strategies, and strategic planning

Capacity building, sustainable strategy, and collaborative network.

Nonprofit entrepreneurship to deal with community developmental issues

Learning Outcomes

Certificate students will demonstrate the knowledge and understanding of:

Theoretical principles and management applications in nonprofit organizations

Leadership and problem-solving techniques and skills in nonprofit management

Roles of nonprofit organizations in delivering public values in local communities

Admission

The GCNMCD is open to all prospective students who have a bachelor's degree with a GPA of 2.5 or above. Any bachelor's degree meets the requirements for admission. Prospective students must complete the Graduate School online application form and submit it along with official college transcripts prior to being accepted into the GCNMCD. All prospective students also should submit two letters of recommendation and a statement of purpose that includes reasons for seeking a certificate in Nonprofit Management and Community Development.

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

## Curriculum Information

## Program of Study

The GCNMCD requires the completion of 15 semester hours of graduate credit. The program is built on five tiers of course work:

### Foundation course (3 hours):

All students must complete this core:

**POLS 5215 Management of Nonprofit Organizations**

### Note:

(Those students who have taken POLS 4215 (Management of Nonprofit Organizations) with a grade of C or higher at UWG can substitute POLS 5215 with other elective courses in the program.)

### Resource development and management (3 hours):

One course from the following:

**POLS 5217 Grant Writing for Nonprofit Organizations**

**POLS 6200 Public Budgeting and Financial Management**

**ACCT 6264 Nonprofit Accounting and Auditing**

### Elective (3 hours):

One of the following electives in your area of interest or expertise (or any of the above):

**SOCI 5734 Social Work Skills**

**SOCI 5803 Environmental Sociology**

**SOCI 5300 Housing and Homelessness**

**SOCI 6255 Delinquency, Family, and the Community**

**POLS 5721 Housing and Community Development**

**SOCI 6700 Social Movements, Protest and Change**

**SOCI 6280 Seminar in Social Justice**

**POLS 5210 Public Management**

**POLS 5211 State and Local Politics and Administration**

**POLS 6203 Public Organizational Theory**

**POLS 6204 Public Policy Analysis and Program Evaluation**

**CRIM 6275 Planning and Evaluation**

**SOCI 6275 Planning and Evaluation**

**PSYC 7030 Introduction to Organizational Development**

**PSYC 6400 Psychology, Culture, and Society**

**SOCI 6003 Advanced Statistics for Sociology**

**SOCI 6013 Social Research**

**SOCI 6015 Managing Data**

**SOCI 6613 Qualitative Research**

**SOCI 6660 Institutional Ethnography**

**POLS 6202 Research Methods for Public Administration**

**POLS 6206 Public Human Resource Management**

**POLS 6211 Disaster Management**

**Internship (3 hours):**

**POLS 6286 Public Administration Internship [Right] (or)**

**SOCI 6286 Internship**

**Note:**

(In lieu of an internship, students can take an elective graduate course in any area of interest)



## PROGRAM CURRICULUM


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## Justification and Assessment

**Rationale\*** The MPA program has moved to 100% online modality. To align our program, we need to align our certificates with the MPA program by making our certificates 100% online.

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

## SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to [rakins@westga.edu](mailto:rakins@westga.edu)

- Please select all that apply.\***
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- Check all that apply to this program\***
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## SACSCOC Comments

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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 V**

# Dual Enrollment

## Admissions Requirements

### Memorandum

Subject: Dual Enrollment Admissions Requirements

To: Faculty Senate

From: Office of Admissions

Date: 02/01/2022

Below, please find the proposed admission requirements for dual enrollment admissions. To better serve our community, the Office of Admissions, with support from the Vice President of Enrollment Management, Kimberly Scranage, supports the following changes. The following admission requirements will help ensure our institutions remain competitive within our tier. With guidance from the University System of Georgia, our office can support the following requirements. Additionally, students who fit these criteria have proven, not only to the System of Georgia, but also, the Office of Admissions, that these students will be successful in their academic endeavors. Our peer institutions have the same opportunity afforded to their students. Their students are able to take advantage of the ACCUPLACER for admission into their dual enrollment programs. As of today, UWG does not allow the ACCUPLACER as an alternative for admission into our dual enrollment program. The proposed requirements below will allow our office to follow our peer institutions and allow the office to admit students who are academically qualified. Below, you will find our proposed admission requirements, along with our current admission requirements.

#### **Proposed:**

##### *11th and 12th Grade Dual Enrollment Requirements*

GPA: 3.0,

SAT Composite: 1050 or ACT Composite: 20

SAT EBRW: 480 or ACT English or Reading: 17

SAT Math: 440 or ACT Math: 17

Accuplacer Reading: 237, Math: 258, WritePlacer: 4

##### *10th Grade Dual Enrollment Requirements*

GPA: 3.0

SAT Composite: 1200 or ACT Composite: 26

SAT EBRW: 480 or ACT English or Reading: 17

SAT Math: 440 or ACT Math: 17

#### **Current:**

##### *11th and 12th Grade Dual Enrollment Requirements*

GPA: 3.0,

SAT Composite: 1050 or ACT Composite: 20

SAT EBRW: 480 or ACT English or Reading: 17  
SAT Math: 450 or ACT Math: 17

*10th Grade Dual Enrollment Requirements*

GPA: 3.5

SAT Composite: 1250 or ACT Composite: 25

SAT EBRW: 630 or ACT English or Reading: 26

SAT Math: 670 or ACT Math: 26

Should the faculty senate have any questions, comments, or concerns about the above criteria, please feel free to direct those to Dillon Montes de Oca, Interim Director of Admissions.

Thank you for your time and consideration.

Office of Undergraduate Admissions

## **Addendum VI**

## Course Attributes for High Impact Practices (HIPs)

### Work-Based Learning Attributes

#### HIPs Attributes Process

The University System of Georgia has requested that all institutions develop criteria and a process for assigning attributes for High Impact Practices (HIPs) in Banner. Information on the USG criteria and definitions for all eleven HIPs can be found [HERE](#). The criteria in this proposal is based on USG Guidelines for qualifying a Work-Based Learning course as a HIP.

[The LEAP West Committee](#) is charged by the Provost with guiding the successful design and implementation of High Impact Practices (HIPs) at the University of West Georgia. Campus work to develop and expand HIPs and other experiential learning opportunities for students is known at UWG as *LEAP West!* In 2015, the Faculty Senate endorsed a [resolution](#) to support The University of West Georgia's inclusion in Georgia's petition to become a LEAP State. The petition was formally approved by the University System of Georgia and the American Association of Colleges and Universities (AAC&U) in 2016. The University of West Georgia is a member of the [LEAP State Georgia Consortium](#), which is affiliated with the [University System of Georgia's](#) initiatives to expand student access to HIPs. Additional information about AAC&U's LEAP initiatives can be found [HERE](#).

In Fall 2021, the LEAP West Committee submitted a [proposal](#) to the Academic Programs Committee of the Faculty Senate that outlined the campus process for assigning attributes to courses in Banner. The proposal was approved by the Faculty Senate in September 2021. The proposal outlines two stages in the HIPs implementation process:

- 1) The LEAP West Committee will develop in consultation with faculty representatives from each of the academic colleges and schools criteria for assigning HIPs attributes in Banner to courses. These criteria will be submitted to the Academic Programs Committee for review, revision, and approval before being sent forward to the Faculty Senate for final approval.
- 2) Once criteria have been approved, the LEAP West Committee will communicate and coordinate with faculty and academic programs on submitting course materials (typically, a syllabus) for the assignment of HIPs attributes. Courses will then be submitted to the Undergraduate Programs Committee for approval. Once final approval by the Faculty Senate has been received, the LEAP West Committee will coordinate with the Office of the Registrar to have attributes assigned.

#### How Course Attributes Benefit Students, Faculty, and Academic Programs

Work-Based Learning (WBL) is an important High Impact Practice that the USG has identified for inclusion in Banner. The University of West Georgia aspires for every student to have the opportunity to engage in work-based learning. The WBL course designation would allow students to identify courses in the schedule of classes in Banner that include a work-based learning component. The attributes would also enable faculty to list courses that have received a WBL or other HIPs designation as an evidentiary source in their teaching portfolios. Once attributes are assigned to courses, academic units could also establish program or degree requirements aligned to Work-Based Learning or other HIPs that meet their specific educational



goals. Assigning attributes to courses in Banner does not capture all HIPs occurring on campus, since some student involvement in HIPs takes place in co-curricular or extra-curricular settings. How UWG captures these experiences will be addressed in the next stages of this work.

### **Work-Based Learning Definition**

Work-Based Learning (WBL) is a broad term used to describe experience-based learning activities that are connected with employment or professional work. It is usually assessed by a faculty member and supervised by an employer who is not a faculty member. The student may or may not be paid for this experience. Usually Work-Based Learning is connected to a class or a sequence of classes, and the student receives academic credit. However, Work-Based Learning can occur in non-credit, co-curricular and extracurricular settings. For example, with appropriate learning outcomes and organizational support, Work-Based Learning can be connected to student-employment on campus. Work-Based Learning can include such things as internships, student teaching, clinical education, practicums, community-based research, and field work at both the undergraduate and graduate levels. The goal with each of these is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member. Another key element is some type of guided reflection. The mission of this experience may be to support the integration of theory and practice, explore career options, or foster personal and professional development. Finally, Work-Based Learning can sometimes be connected to other forms of experiential learning, such as undergraduate and graduate research, service-learning, and study abroad / study away.

### **Identifying Work-Based Learning**

The University System of Georgia has established codes in Banner for institutions to assign to courses that meet the institution's criteria for Work-Based Learning and has provided guidelines for institutions in designating a course as a High-Impact Practice (See Appendix B).

### **Process for Having a Course Designated as a WBL Level course**

The campus LEAP West Faculty Committee or a designated faculty subcommittee will periodically throughout the year issue invitations for faculty to submit courses to receive the Work-Based Learning designation. As part of this process, faculty would submit an application form (see appendix A) along with the course syllabus to the faculty committee. The committee would then evaluate the syllabus according to the Work-Based Learning criteria (see appendix A), recommend changes to the syllabus to fully meet the criteria if needed, and recommend the Work-Based Learning level designation. All courses submitted and the committee's recommendations would be sent to the Undergraduate or Graduate Programs Committee of the Faculty Senate for approval. Once a course has been approved, the Office of the Registrar would assign the attribute.

### **Course Requirements for Work-Based Learning Designation**

- 1) At least one learning outcome that defines how Work-Based Learning is incorporated into the course.
  
- 2) A designated number of work-related contact hours per semester. The USG identifies the following designation levels:

Work-based component requires 30 or less contact hours
Work-based component requires 31-50 contact hours
Work-based component requires 51-100 contact hours
Work-based component requires 101 or more contact hours

3) A required critical reflection assignment where students are invited to reflect upon their learning experience and any new knowledge or skills they have acquired or strengthened further.

4) Meet one of the following levels of Work-Based Learning engagement:

WB L1	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.
WB L2	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.
WB L3	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.

In addition to these required elements, the following instructional strategies are *recommended* for all High Impact Practices (HIPs)<sup>1</sup> since they help to support learning at the highest level:

- Direct experience in a work setting related to their career interests
- Supervised and coached by professionals in the field

<sup>1</sup> AAC&U, [High Impact Educational Practices](#), Figure 2, p. 4.

- Project or paper on work-based experience approved by a faculty member
- Performance expectations set at appropriately high levels
- A significant investment of time and effort over an extended period of time.
- Interactions with faculty and peers about substantive matters
- Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
- Feedback that is frequent, timely and constructive
- Periodic and structured opportunities for students to reflect on and integrate learning
- Opportunities to discover the relevance of learning through real-world applications
- Public demonstration of competence

### **Examples of Learning Outcomes for Courses Designated as Work-Based Learning**

To receive the Work-Based Learning attribute, a course must include at least one learning outcome that defines how Work-Based Learning is incorporated into the course. This can be an approved course learning outcome or a learning outcome that the instructor specifically designs to meet the Work-Based Learning objective. Below are examples of Work-Based Learning outcomes at different course levels. NOTE: The specific outcomes below are not required:

Learning Outcome Example I: Students apply what they have learned in program related courses to the work-based setting.

Learning Outcome Example II: Students will critically reflect upon the content knowledge and professional skills they have either acquired or further developed as a result of their work-based experience.

Learning Outcome Example III: Students demonstrate discipline-specific knowledge and technical skills.

Learning Outcome Example IV: Students adhere to employer expectations in communication and project completion.

Learning Outcome Example V: Students evaluate their work in the workplace and connect it to course outcomes, for example: teamwork, adaptability, problem-solving, etc. (Henderson and Trede, 2017)<sup>2</sup>.

<sup>2</sup> Henderson, A., & Trede, F. (2017). Strengthening Attainment of Student Learning Outcomes during Work-Integrated Learning: A Collaborative Governance Framework across Academia, Industry and Students. *Asia-Pacific Journal of Cooperative Education*, 18(1), 73–80.

**WBL Appendix A**

**Application**

**Course Approval for Work-Based Learning Designation**

**Application will be submitted through Qualtrics**

Name of person responsible for this submission:

Program (e.g. Accounting), if applicable:

Program Director, if applicable:

Department:

Department Chair:

Course Number (e.g. ACCT 4390):

Course Title:

Brief Course Description:

Course Learning Outcome Related to Work-Based Learning:

Will all sections of the course receive the Work-Based Learning designation?      Yes      No

If no, list all instructors whose section/s will receive the designation:

Will multiple sections of this course be taught in any given semester:      Yes      No

For the following categories, please select the activity that most closely aligns with what will be expected in this course:

Contact Hours Associated with the Work Site:

30 or less contact hours
31-50 contact hours
51-100 contact hours
101 or more contact hours

Are students required to complete a critical reflection assignment?      Yes      No

Dissemination of the critical reflection assignment:

Shared with the faculty member and/or Work Supervisor

Shared with a small group (cohort)

Shared in class

Publicly shared (outside of class, e.g., conference presentation)

Publicly shared (publication)

Faculty / Work Supervisor Feedback:

None

General and Limited

Specific to course project but not iterative

Specific to course project and iterative

Extensive, specific, and iterative

What is the work-based learning outcome associated with the course?

Does the course meet one of the following levels of Work-Based Learning engagement (select level):

WB L1	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.
WB L2	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.
WB L3	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.

Do students experience any of the following (list all that apply as required elements of the course):

Direct experience in a work setting related to their career interests

Supervised and coached by professionals in the field

Project or paper on work-based experience approved by a faculty member

Performance expectations set at appropriately high levels

A significant investment of time and effort over an extended period of time.

Interactions with faculty and peers about substantive matters

Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar

Frequent, timely and constructive feedback from faculty member and/or work supervisor

Periodic and structured opportunities for students to reflect on and integrate learning

Opportunities to discover the relevance of learning through real-world applications

Public demonstration of competence

## **WBL Appendix B**

### **University System of Georgia Identifying Work-Based Learning Course Sections as a High Impact Practice for Inclusion in Banner**

#### **What is a High Impact Practice?**

The American Association of Colleges & Universities has established a set of High Impact Practices that encourage postsecondary institutions to adopt and scale. High Impact Practices are teaching and learning practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.<sup>3</sup>

#### **Guidelines for Qualifying a Work-Based Learning Course Section as a High Impact Practice**

The University System of Georgia (USG) institutions should consider the following guidelines as they engage in a review process to identify whether a Work-Based Learning course section should be categorized as a High Impact Practice in the Banner Student Information System. The guidelines were developed in consultation with USG institution representatives involved in the implementation of Work-Based Learning courses. These guidelines expand upon those articulated by the American Association of Colleges & Universities to provide just-in-time answers for USG institution faculty:

<sup>3</sup> AAC&U, <https://www.aacu.org/leap/hips>

### Characteristics of Work-Based Learning Courses as a High Impact Practice<sup>4</sup>

- Direct experience in a work setting related to their career interests
- Supervised and coached by professionals in the field
- Project or paper on work-based experience approved by a faculty member
- Performance expectations set at appropriately high levels
- A significant investment of time and effort over an extended period of time.
- Interactions with faculty and peers about substantive matters
- Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
- Feedback is frequent, timely and constructive
- Periodic and structured opportunities for students to reflect on and integrate learning
- Opportunities to discover the relevance of learning through real-world applications
- Public demonstration of competence

#### **Identifying Work-Based Learning Courses for Inclusion in Banner**

Institutions have the sole authority to establish a process and criteria for the review of Work-Based Learning course sections to determine if they qualify as a High Impact Practice. The USG does *not* make the determination but provides these guidelines to promote system-wide consistency. The institutional process for qualifying courses and course sections as High Impact Practices may include a review committee of faculty and teaching staff at the college or academic department level. Institutions should develop a process for faculty, teaching staff or academic departments to submit course sections for review. Review committees can determine the process for submitting course section information and artifacts to be reviewed. Artifacts might include a course syllabus and lesson plan. With the assistance of the Guidelines for Qualifying a Work-Based Learning course section as a High Impact Practice, each institution will develop its own criteria for qualifying a course section as meeting the standards of a High Impact Practice. The final decision for approving a Work-Based Learning course section as a High Impact Practice rests at the institution-level.

The institution may qualify non-course, non-credit based experiences as High Impact Practices. Campuses have the discretion to identify these experiences in Banner as a non-credit based course option in a manner that is consistent with institutional practice. If non-course, non-credit based experiences are entered into Banner, they must use the High Impact Practice codes included in this document.

#### **Banner Code Categories**

The Banner Codes for qualified Work-Based Learning Course sections will include the following categories

##### **Primary Codes: Must have one primary code**

Code	Description
ZWLP	Work-Based Learning course section meets institution's criteria as a High Impact Practice for Work-Based Learning

<sup>4</sup> AAC&U, <https://www.aacu.org/leap/hips>

**Contact Hour Codes: Include code indicating number of hours student is engaged in Work-Based Learning, if applicable**

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

**Linked Course:**

Code	Description
ZHIL	Course section is linked to other course sections that are grouped as a common High Impact Practice experience for students enrolled in the course section.

**Required Course Codes: For each course section that meets the following institution criteria**

Code	Description
ZHIR	Course section meets a High Impact Practice requirement established by the institution.

The following scenarios must be met in order to successfully pass the data validations in Banner.

- Each course section must have one primary code.
- Each course section must have one contact hour code, where applicable. If not applicable, leave blank.
- Each course section must include a code to indicate it is a required course by the institution, if applicable. If not, leave blank.
- Each course section must use all required course codes if the course meets the criteria associated with the code.
- Campuses have the option to develop additional institution-based codes and establish criteria for using the codes for their Work-Based Learning experience courses.

**Primary Code:** *Work-Based Learning course section meets institution's criteria as a High Impact Practice for Work-Based Learning*

**Contact Hour Code:** *Number of hours student is engaged in Work-Based Learning activities as defined by the institution.*



**Linked Course:** *Course section is linked to other course sections that are grouped as a common High Impact Practice experience for students enrolled in the course section.*

**Required Course Code:** *Course section meets a High Impact Practice requirement established by the institution.*

Courses that meet an institutional requirement that graduates complete a minimum number of courses or non-course-based experiences designated as a High Impact Practice. The requirement, to include the type and number of student experiences, is determined by the institution.

The USG may add additional codes, as necessary.

## **Addendum VII**

# FACULTY HANDBOOK

University of West Georgia

[FDC Draft 2 in Response to USG-Mandated Policy Changes Presented to the Faculty Senate as an Information Item on Friday, April 15, 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 was submitted by Provost Dr. Preston to the USG-BOR for their required review; by the Senate agenda deadline of Friday, April 8, 2022, no feedback from the USG-BOR has been received.]

[Red Font: New and Revised Language; ~~strikethrough black font~~: struck/deleted language from existing UWG Handbook]

## **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.

<b>Section 100 BASIC POLICIES AND PROCEDURES OF GENERAL APPLICABILITY TO FACULTY .....</b>	<b>5</b>
101 Appointment .....	5
102 Reappointment .....	8
103 Procedures and Criteria for Promotion and Tenure .....	10
104 Evaluation .....	28
105 Dismissal Process of a Faculty Member .....	48
106 Right to Redress .....	49
107 Dispute Resolution and Grievance Procedures .....	49
108 Non-renewal of Non-tenured Faculty During Times of Financial Exigency .....	62
109 Academic Freedom, Responsibility, and Professional Ethics .....	64
110 Faculty Transcripts and Verification of Degrees .....	65
111 Employee Benefits .....	66
112 Educational and Professional Leave .....	70
113 Faculty Compensation for Summer School Teaching .....	72
114 Outside Activities .....	72
115 Communications with the Board of Regents and/or the Central Office of the University.....	73
System of Georgia.....	73
116 Legal Matters .....	73
117 Legal Holidays .....	74
118 Admission to Student Activities .....	75
119 Enrollment of Faculty and Staff in Courses and Instructional Programs .....	75
120 Disruptive and Obstructive Behavior.....	75
121 Sexual Harassment Policy.....	76
122 Sexual Misconduct.....	80
123 Personal Relationships .....	81
124 Political Activity .....	81
125 Emeritus Status for Faculty and Administrative Officers .....	82
126 Drug-Free Workplace Policy .....	82
127 Faculty Workload.....	83
128 Resignation/Retirement Letters .....	84
<b>Section 200 POLICIES AND PROCEDURES RELATED TO TEACHING RESPONSIBILITIES.....</b>	<b>84</b>
201 Classroom Procedures.....	84
202 Record of Student Absences/Attendance.....	86
203 Class Rolls .....	86

204 Reporting Grades and Withdrawal Policy.....	87
205 Final Examinations .....	89
206 Academic Honesty/Dishonesty .....	89
207 Academic Appeals .....	90
208 Faculty Office Hours.....	97
209 Field Trips .....	97
210 Procedures for Effecting Curriculum Changes .....	98
211 Policies Governing Textbook Selection and Ordering.....	98
212 Faculty Absences .....	99
213 Faculty Liability .....	99
214 Release of Information about Students .....	100
215 Faculty-Student Relationships .....	100
<b>SECTION 300 POLICIES AND PROCEDURES RELATED TO SERVICE RESPONSIBILITIES.....</b>	<b>100</b>
301 Advisement.....	100
302 Counseling .....	101
303 Orientation .....	101
304 Participation in College Affairs .....	101
305 Participation in Civic Affairs .....	102
306 Participation in Convocations and Commencement Services.....	102
<b>SECTION 400 POLICIES AND PROCEDURES RELATED TO PROFESSIONAL GROWTH AND DEVELOPMENT ACTIVITIES.....</b>	<b>102</b>
401 Research, Research Grants, and Sponsored Operations Projects.....	102
402 Intellectual Property Policy.....	103
403 The Institutional Review Board .....	114

Revised August 12, 2021

## **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 his or her 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**

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; his or her research ability; his or her achievements; his or her successful experience (this must necessarily be waived in the case of beginners otherwise qualified); his or her desirable personal qualities, judged on the basis of personal interview; his or her complete biographical data; his or her recommendations; and his or her 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



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 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.

## 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 **-level** 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 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 his or her 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 nontenured 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, University System of Georgia](#))

### **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 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 his or her 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 he or

she is being considered by the committee. The program or departmental committee (or other review body of academic units that do not have departments) shall be guided by all of the specific university, college/school, and, for academic units that contain departments, departmental criteria for promotion or tenure in their formal review of dossiers submitted to the department chair and shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding each case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation.

If a candidate is not recommended for promotion and/or tenure, the chair of the department (or Dean in the case of a unit that does not have departments) shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

2. Department Chair

The department chair shall include the faculty committee's written evaluation along with his or her own written evaluation in the dossier of the candidate. Formal written evaluations shall include a discussion of the candidate's strengths and shall identify areas where the candidate failed to meet the criteria.

3. Evaluation of 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 he or she is 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 his or her department.
5. Voting on promotion and tenure shall be by separate secret ballots and according to the following procedures: all candidates for promotion to each academic rank shall be voted on at the same time, and all candidates for tenure shall be voted on at the same time.
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 his or her decisions in each case. The Dean of each College or School shall notify the department chair or area supervisor of the status of each candidate.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

#### **F. Final Approval**

The President shall evaluate the qualifications of the people under consideration for promotion and/or tenure as revealed by the material in their dossiers and by the reports from the College, School, or Library Promotion and Tenure Evaluation Committees, the Deans, and the Provost and Vice President for Academic Affairs. The President shall approve or disapprove the candidate's application for promotion and/or tenure.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

### **103.0202 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 his or her 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 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. He or she should be considered for promotion as soon as he or she has 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.

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. 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. 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, 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.
- 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**

- 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
- 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 8.3.15)
- 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 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 8.3.15)

#### 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 students 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 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 Center for Teaching and Learning.
- 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 30<sup>th</sup>.

### **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 promotion.

### **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 his or her discretion pursuant to Board Policy [8.3.7.4](#).

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 request 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**

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**

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 his or her 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 PENCIL 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	4	3	2	1	N/A
<b>Student-Centered Questions</b>						
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
<b>Discipline-Centered Questions</b>						
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
<b>Instructor-Centered Questions</b>						
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**

<b>1. Student Classification</b> <input type="radio"/> Freshman-Sophomore <input type="radio"/> Junior-Senior <input type="radio"/> Graduate	<b>2. GPA</b> <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	<b>3. Expected Grade</b> <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F	<b>4. Taking course because it is required?</b> <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 those 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 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.

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):

- 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 for the upcoming annual evaluation cycle, including faculty report submission, chair evaluations, and the completion of any Performance Remediation Plan (PRP) documentation.

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.
- C. ~~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.~~ Within 10 working days of this conference, the faculty member will acknowledge receipt of their evaluation with their signature and may further respond by:
  - Adding a written statement to be attached to their evaluation.
  - Appealing the evaluation in full or any one category. (See below for details of an appeals process).
- D. 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.~~
- E. ~~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 created by the chair/supervisor in collaboration with the faculty member (and, in case of an appeal, the dean or peer committee). 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, 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 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 he or she deems 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 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 the following steps:

- 1) Faculty members shall have the choice to appeal their annual evaluation either to a panel of peers or to their dean. The panel of peers should be identical with the program's or department's existing personnel action committee/faculty status committee (such as the P&T advisory committee), thus avoiding the need to constitute a separate annual evaluation appeals committee and preventing conflicts about its composition. Members of that committee should only be able to recuse themselves from an appeals case if they have a demonstrable conflict of interest (such as spouses or former spouses). As a minimum, the faculty member provides a statement of their rationale for appeal and a copy of their annual evaluation to the committee or dean.
- 2) The peer committee or dean carefully reviews the faculty member's report and supporting evidence as well as the administrative evaluation. The committee/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/peer committee evaluation will become the evaluation of record.

## 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, 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 ~~the~~ 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 his or her 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**

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, academic achievement, professional growth and development, and student success activities**. 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 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 his or her 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 his or her 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 his or her 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 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

his or her 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 his or her 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. 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.
- F. The documentation submitted by each faculty member shall be reviewed by committee members prior to committee meetings.
- G. 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 his or her department.

- H. 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. 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).
- I. 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; 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).
- J. 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 he or she desires, 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 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

his or her 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, 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 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, 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



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 chair/supervisor shall 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.

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 Mass Communication:	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.
- 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 his or her 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 his or her activities in that area. Those with 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 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.**

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 the equivalent.

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 he or she:

**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) \_\_\_\_\_

---

**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 his or her 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 |

- \_\_\_\_ 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 his or her 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 his or her assignment  
 \_\_\_\_\_  
 0 1 2 3 4 5
- \_\_\_\_ 42. Demonstrates a clear understanding of the role and scope of his or her 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 his or her 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 him or her annually. The following characteristics of that process shall be common to all units.

## 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 his or her personnel file. The Dean may issue a written response to this document, which shall also be retained in the file.

## 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.

<b>Appointment Year</b>	<b>Academic Year</b>	<b>Evaluation Year</b>	<b>Evaluation Review Period</b>
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 his or her responsibilities with regard to appointing, renewing, and/or terminating Deans of academic units and 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 his or her 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.

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.

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.

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 his or her own views.
16. exhibits high ethical standards in his or her 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.
37. integrates planning, assessment, and budgeting when making decisions.



38. is transparent about the unit's budget.
39. makes evidence-based decisions.
40. is a team player.

#### Open Ended Items

41. In your opinion, what are the Dean's strengths and/or contributions?
42. In your opinion, what are the Dean's weaknesses?
43. Please present any further comments you think would be helpful to the Dean in carrying out the academic mission of the school.
44. 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

45. 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 his or her 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).

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.

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.

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;

- B. Make binding decisions or determine rights;
- C. Compel anyone to implement recommendations;
- D. Conduct investigations that substitute for administrative or judicial proceedings; Give legal advice;
- E. Determine “guilt” or “innocence” of anyone accused of wrong-doing;
- F. 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);
- G. Maintain formal written case records identifying users of the office; and
- H. 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 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, 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.

**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.**

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,
  - 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,
  - 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.

**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 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 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, he or she 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. He or she 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 himself or herself) according to the criteria. The consultation shall culminate in written evaluations of each non-tenured faculty member. Each evaluation shall be signed or 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, he or she 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 his or her primary responsibility or when he or she is on loan for less than a year to another department or area, he or she shall be evaluated according to these procedures by his or her 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 his or her ranking.

**108.0205** A faculty member who no longer performs his or her primary function in the



department or area in which he or she holds rank shall not be evaluated by that department or area according to these procedures until after he or she has 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 his or her other academic duties, but research for pecuniary return shall depend on the approval of the President.

Any faculty member is entitled to freedom in the classroom in discussing his or her 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, he or she should be free from institutional censorship or discipline, but his or her special position in the community imposes special obligations. As a person of learning and an educational officer, he or she should remember that the public may judge the professional and the institution by one's utterances. Hence, he or she 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 he or she is 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 him or her. 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. He or she accepts the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. He or she practices 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 his or her students. He or she holds before them the best scholarly standards of his or her discipline, demonstrates respect for the student as an individual, and adheres to the proper role as intellectual guide and counselor. He or she makes every reasonable effort to foster honest academic conduct and to assure that evaluation of students reflects their true merit. He or she respects the confidential nature of the relationship between professor and student, avoids any exploitation of students for private advantage and acknowledges significant assistance from them. He or she protects their academic freedom.

As a colleague, the professor has obligations that derive from common membership in the community of scholars. He or she respects and defends the free inquiry of associates. In the exchange of criticism and ideas, he or she shows due respect to associates and respect for the opinion of others. He or she acknowledges academic debts and strives to be objective in the professional judgment of colleagues. He or she accepts 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 he or she should observe the stated regulations of the institution, provided they do not contravene academic freedom, he or she should maintain the right to criticize and seek revision. He or she determines the amount and character of work to be done outside the institution with due regard to his or her paramount responsibilities within it. When considering the interruption or termination of his or her 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. He or she measures the urgency of these obligations in the light of responsibilities to his or her 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.
4. Vacation shall be taken at times mutually acceptable to the employee and his or her 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 his or her 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 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 himself/herself, with 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 himself or herself from his or her 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 his or her 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 his or her 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 his or her paid military leave, an institution may pay the employee for his or her 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, he or she 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 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**

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:
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, he or she agrees 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 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, he or she is 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 him or her by 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**

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**

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 his 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**

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 his or her 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 Aycok Hall 678-839-2981
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### **121.08 Violations of the Sexual Harassment Policy**

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 he/she has 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 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, he or she 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, he or she 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 she or he is 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](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 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 his or her 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 he or she has supervisory power must recuse himself or herself 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 he or she receives 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**

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 his discretion, the title of "Emeritus" on any retired professor, associate professor, assistant professor, lecturer, senior lecturer or administrative officer who, at the time of his or her 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.

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-semesters. Please refer to the BOR Faculty Overloads and Instructional Staff

Responsibilities ([Section 4.10, Academic and Student Affairs Handbook, University System of Georgia](#)).

**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 his or her work upon request, in accordance with the USG policy on records retention (USG Records Management and Archives policy 0472-06-012: [http://www.usg.edu/records\\_management/schedules/934](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, he or she 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 him or her 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 his or her 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 his or her 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 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, he or she 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.

## **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 his or her 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 he or she suspects of violating the Honor Code. The instructor/advisor should inform the student of the academic penalty he or she intends 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 his or her 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 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 university.
1. **Summary.** After a student has petitioned the appropriate administrative officials in the Office of Undergraduate Admissions, he or she has 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.

- 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 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, his or her 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 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 his or her 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.



- 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 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 his or her 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 his or her choice.
  - e. During the hearing the student shall have the opportunity to testify and to present evidence and witnesses on his or her behalf. He or she 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 his or her 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 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 his or her 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 *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 his or her 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 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 his or her 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 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 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;
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 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

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:

- 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 officer<sup>1</sup> 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

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<sup>1</sup> 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.

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.

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,
  5. Assign title to the disclosed IP to the Originator, if the University chooses not to administer or to cease administering the IP.
- 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**

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 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.
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 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 devises 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 prospectivescientific, 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 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.

#### **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<sup>1</sup>.
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.

<sup>1</sup> For Guidance throughout these Principles, the reader is referred to the Guide for the Care and Use of Laboratory Animals prepared by the Institute of Laboratory Animal Resources, National Academy of Sciences.

#### **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.

## **Addendum VIII**

## Report of the Faculty Communication Subcommittee 2021-2022

Phillip Grant, Chair  
Philip Reaves  
Brian Henderson

The Subcommittee met for the first time on Tuesday, October 5, 2021. We discussed the benefits and pitfalls of mass communication across any large organization in that meeting. Specifically, the Subcommittee discussed how important it is for individuals to communicate with their colleagues to build relationships and how difficult it can be to moderate inappropriate speech. These conversations led to comparisons to institutions we had previously attended. We realized that the context of the University of West Georgia (UWG) is different than that of larger public universities. Therefore, we decided to learn more about how institutions that are similar to UWG handle faculty communication.

Between November 2021 and January 2022, we developed and deployed an instrument to be sent out to members of faculty senate at institutions that are similar to UWG. We chose the Carnegie Classification of Institutions of Higher Education as a means for comparison. UWG is a Doctoral/Professional University. There are 147 Doctoral/Professional institutions in the United States. We selected a convenience sample of 65 individuals who were recent Chairs, Co-chairs, or Chair-Elects based on the public availability of their contact information. We contacted those individuals via email and sent them a link to a brief Qualtrics survey. Of those 65, 23 individuals responded. The findings of that data collection follow:

“Does your institution have an official faculty listserv in which any faculty members are able to access and post messages?”

- Yes – 8 (35%)
- No – 14 (61%)
- Unsure – 1 (4%)

“If yes... describe the rules”

- “The usual standards of decency & decorum” – Private West Coast
- “There is no moderator” – Private East Coast
- “People can opt out [of the Listserv]” – Public Regional Midwest
- ”No formal rules” – Private West Coast

“Do your faculty have any means of group-based communication beyond copying other on an email?”

- Yes – 8 (35%)
- No – 11 (48%)
- Unsure – 4 (17%)

“Briefly describe your faculty’s group-based communication”

- “it's a private listserv run by an individual faculty member, but administrators, staff, etc. are also on it.” – Public Regional Midwest

- “We also maintain a closed faculty Facebook page (anyone who teaches is eligible to join). The FB group is maintained by the Senate President and Faculty Regent. It is where most of the informal communication and discussion happens, but it is also a subset of faculty.” – Public Regional South
- “So I created a community group in Canvas (the teaching platform we use here) and invited all faculty to join, without regard to rank, tenure status, or FTE status. Membership (1367) is now at 88% of all faculty. I have created discussion groups within the CG, comprising individual colleges and schools, with another for all faculty together. I also use Hypothes.is software for gathering faculty input on documents I have uploaded to the CG; Hypothes.is is an effective (excellent, really) tool for facilitating input and campus-wide discussion among faculty.” Private Midwest

And many were interested in this project and emailed me separately:

- “Very interesting that you had such a platform and then it was shut down. I'd love to hear if you decide to resurrect it in some capacity.” – Didn't complete survey
- “We've had some interesting experiences here with our faculty listserv.... Particularly as to the presence or absence of academic administrators on it. I'd be happy to amplify my survey answers if you have any questions.” – Private East Coast
- “We used to have an open listserv where any faculty could post anything but soon those messages were clogging our email boxes and some were ugly, so that was discontinued.” – Public Regional South

After reflecting on the data we collected, we came to some conclusions. First, and most importantly, open communication is a privilege. We are not the only institution that would like to improve faculty communication across campus nor are we the only institution that had such communication taken away. Therefore, if we are to have a channel of open communication, it must be moderated. Moreover, moderation should be done by an individual who has been charged to do so as part of a position that they have been elected or appointed to. When a moderator is empowered with strict rules, abusive communication can be avoided. Finally, we believe that the institutions who have not had incidents of abusive communication will in the future.

Ultimately, we determined that we should seek out a means of open faculty communication. We came up with three options: a moderated listserv, a private Facebook group, and a Discord server. A moderated listserv would have very specific rules, such as no political speech, no marketplace, and no replies. This listserv would have very strict moderation; an individual will have to approve every message before it goes out. The moderator would need to have the duty attached to a position, such as Faculty Senate Chair/Co-Chair. A both a private Facebook group and Discord server would have strict membership in which every individual would have to be confirmed to be a faculty member at UWG. The speech rules would be more relaxed in this forum with volunteer moderation.

We ended our conversation by comparing the pros and cons of each option. The moderated listserv would have somewhat limited speech, but strict moderation would prevent any abusive communication. A private Facebook group would be popular among an older demographic but



would have much more potential for abusive communication. A Discord server would be popular among a younger demographic but would have much more potential for abusive communication.

Ultimately, we agreed on recommending a two-pronged approach. We believe that a strictly moderate listserv should be created. We also believe that open communication is important. Therefore, we would recommend that the UWG AAUP chapter create a private Facebook group open only to members to discuss issues that would be inappropriate for campus-wide communication.

The moderated listserv would be created for the benefit of research, student success, and programming. Some potential rules we think could be useful for the listserv would be:

- No political or religious speech
  - No humor or satire speech
  - Limited discussion of institutional policy
  - Strict moderation that requires the approval of a professional moderator
  - Original posts only with contact information; no message can be replied to directly onto the listserv.
- 

After sharing these results with AAUP officers, they informed us that a Google Group for AAUP is currently active and can be used for informal communication.

Our official recommendation for the faculty senate is as follows.

The faculty senate should create an “All Faculty” listserv that any adjunct, lecturer, clinical, tenure-track, or tenured faculty member may post to. The purpose of this listserv is to share potential research or funding opportunities, recruitment for research participants, or opportunities for students. Faculty members may post any message for the aforementioned purposes. Each message must be approved by a moderator before it is posted. Replying to the listserv is not allowed; respondents must write a new email response to the sender. Any faculty member may opt out of the listserv. In addition to these guidelines, we recommend the following rules for the moderation team:

- Messages must fall within the purposes of the listserv
- No political or religious speech is allowed
- No humor or satire speech

AAUP’s Google Group is an appropriate space for discussion of institutional policy and other forms of speech not allowed in this listserv.

# **Addendum IX**

*UWG Policies and Procedures Manual*

Modification of the By-Laws of the Faculties and Faculty Senate

Article III.F. Quorum

**PROPOSED REVISED VERSION**

A quorum for the Senate and its committees shall be fifty (50) percent of the **voting** membership.  
~~of the respective bodies.~~

**PROPOSED MODIFIED VERSION**

F. QUORUM. A quorum for the Senate and its committees shall be fifty (50) percent of the voting membership.

# Addendum X

Modification of Article IV: Section 2.J.6: Facilities and Information Technology Committee

Rationale: Request by FITC to add a police officer as a committee member, as well as the Chair of the Staff Advisory Council. Also there is an adjustment in membership total.

**PROPOSED REVISED VERSION**

6. Facilities and Information Technology Committee

**Purpose:** to serve in an advisory capacity to the Vice President for Business and Financial Services and the Vice President and Chief Operating Officer for Administrative Services; to recommend policy and procedures concerning campus planning and development, auxiliary services, campus security and safety, campus facilities and services such as network, telephone, server, other IT systems, mail services, parking and traffic control, physical plant, and environmental and sustainability issues. It is recommended that members of this committee be invited to serve on related committees across campus, e.g., technology committees, Vehicle Incident Review Panel.

**Membership:** three senators; one faculty member elected from each of the major academic units (colleges, schools, and the library); five administrators, one appointed by the Provost and Vice President for Academic Affairs; one by the Vice President for Business and Financial Services; one by the Vice President and Chief Operating Officer for Administrative Services; one by the Senior Associate Vice President for Auxiliary Enterprises and Business Services; one by the Assistant Vice President for Information Technology; **one by the Police Department; and the Chair of the Staff Advisory Council;** one student, appointed by SGA. (Total: ~~16~~18)

**PROPOSED MODIFIED VERSION**

6. Facilities and Information Technology Committee

**Purpose:** to serve in an advisory capacity to the Vice President for Business and Financial Services and the Vice President and Chief Operating Officer for Administrative Services; to recommend policy and procedures concerning campus planning and development, auxiliary services, campus security and safety, campus facilities and services such as network, telephone, server, other IT systems, mail services, parking and traffic control, physical plant, and environmental and sustainability issues. It is recommended that members of this committee be invited to serve on related committees across campus, e.g., technology committees, Vehicle Incident Review Panel.

**Membership:** three senators; one faculty member elected from each of the major academic units (colleges, schools, and the library); five administrators, one appointed by the Provost and Vice President for Academic Affairs; one by the Vice President for Business and

Financial Services; one by the Vice President and Chief Operating Officer for Administrative Services; one by the Senior Associate Vice President for Auxiliary Enterprises and Business Services; one by the Assistant Vice President for Information Technology; one by the Police Department; and the Chair of the Staff Advisory Council; one student, appointed by SGA.  
(Total: 18)

## **Addendum XI**

Modification of Article IV: Section 2.J.7: Student Affairs and Intercollegiate Activities Committee

**Rationale:** Revised to separate VP of Student Affairs and VP of Enrollment Management, and add e-sports to the list of areas we advise. The committee suggested edits to make the purpose statement more concise and shorter, while still encompassing all of the areas that were previously listed separately. Reorganized the statement to better organize the objectives, and adjusted the number of committee members.

**PROPOSED REVISED VERSION:**

**Purpose:** To foster a collaborative environment between faculty and students in co-curricular affairs and activities that ensures student success and a positive student experience across campus and within the community. As a result, the committee has two relationships with the administration. The committee serves in a facilitative and advisory capacity to the Vice Presidents for Student Affairs and Enrollment Management, **Director of Athletics, and e-Sports Coach** regarding policy and procedures **and other students matters referred to the committee to ensure positive student experience, relevance, placemaking, and academic success. Equally important, it serves in a facilitative and advisory capacity to the Director of Athletics, to advise on policy and procedures concerning student athletic admission standards, athletic budgets, program expansion or reduction, and membership in associations; advise on policies and procedures to improve and promote student athlete experience and academic success; and to support the enforcement of conference, association and accreditation rules and regulations. The committee will also collaborate with the Department of Student Success, the Civic Impact and Leadership, the Department of Multicultural Achievement, and the Bookstore to ensure that students across campus have access to the support needed to feel welcome and included in the West Georgia community.** It is recommended that members of this committee be invited to serve on related committees across campus, e. g., SAFBA, athletic budget, recruitment, and graduation ceremony planning committee. The **Student Athletics** subcommittee of this committee **will** serve in an **facilitative and** advisory capacity to the Director of Athletics, **to advise on policy and procedures concerning student athletic admission standards, athletic budgets, program expansion or reduction membership in associations; and to support the enforcement of conference, association, and accreditation rules and regulations. The subcommittee eommittee** will foster a collaborative effort with Athletics and University Advancement to ensure student success across campus. The members of this sub-committee will be chosen by the committee as a whole and will consist of 3 Senators and 3 Representatives.

**Membership:** Six Senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); the University's NCAA Faculty Athletics Representative; **four six** administrators: one appointed by the Provost and Vice President for Academic Affairs, one by the Vice President for Student Affairs, **one by the Vice President for and** Enrollment Management, one by the Dean of the Graduate School, **one by the e-Sports Coach**, and **one by** the Director of Athletics; and **three four** students: one appointed by SGA, one student-athlete, **one student e-athlete**, and one appointed by the Dean of the Graduate School.



The University's NCAA Faculty Athletics Representative; **the member appointed by** the Director of Athletics; and the student athlete will sit on the Athletics subcommittee. (Total: ~~24~~ 23)

## **PROPOSED MODIFIED VERSION**

**Purpose:** To foster a collaborative environment between faculty and students in co-curricular affairs and activities that ensures student success and a positive student experience across campus and within the community. As a result, the committee has two relationships with the administration. The committee serves in a facilitative and advisory capacity to the Vice President for Student Affairs, Vice President for Enrollment Management, Director of Athletics, and e-Sports Coach regarding policy and procedures and other student matters referred to the committee to ensure positive student experience, relevance, placemaking, and academic success. It is recommended that members of this committee be invited to serve on related committees across campus, e. g., SAFBA, athletic budget, recruitment, and graduation ceremony planning committee. The Student Athletics sub-committee serves in a facilitative and advisory capacity to advise on policy and procedures concerning student athletic admission standards, athletic budgets, program expansion or reduction, membership in associations; and to support the enforcement of conference, association, and accreditation rules and regulations. The sub-committee will foster a collaborative effort with Athletics and University Advancement to ensure student-athlete success across campus. The members of this sub-committee will be chosen by the committee as a whole and will consist of 3 Senators and 3 Representatives.

**Membership:** Six Senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); the University's NCAA Faculty Athletics Representative; six administrators: one appointed by the Provost and Vice President for Academic Affairs, one by the Vice President for Student Affairs, one by the Vice President for Enrollment Management, one by the Dean of the Graduate School, one by the e-Sports Coach, and one by the Director of Athletics; and four students: one appointed by SGA, one student-athlete, one student e-athlete, and one appointed by the Dean of the Graduate School. The University's NCAA Faculty Athletics Representative; the member appointed by the Director of Athletics; and the student-athlete will sit on the Athletics subcommittee. (Total: 23)

## **Addendum XII**

## Teaching Learning and Assessment Committee

### Proposed SEI Instrument Revision Timeline and Process Guidelines

Background: Although we were able to find references to evaluation instruments, we were only able to find one reference to the timeline of an evaluation instrument process. This was in a student publication for the University of New Haven, The Charger Bulletin, which stated that evaluations are revised by a faculty committee about every three years (Cagley, 2019).

Rationale: Many courses at UWG occur once per year, while others occur each semester. Some courses occur on an every-other-year cycle. Setting a goal to revise SEIs on a seven-year cycle would allow instructors to collect data over several iterations, even allowing three iterations of data for courses on every-other-year cycles.

#### Timeline Overview:

Time in Cycle	Activities	Notes	SEI
Years 1-4			Current SEI continues to be in use.
Year 5 Fall			Current SEI continues to be in use.
Year 5 Spring	TLA gathers initial feedback on current SEI	<ul style="list-style-type: none"><li>• TLA may accomplish this through a subcommittee that then presents results of work to full committee</li><li>• It is suggested that, in line with methods used in the past, faculty feedback be gathered through surveys. Additional methods, such as panels or interviews, might also be considered.</li></ul>	Current SEI continues to be in use.

Year 6 Fall	<p>TLA begins revision process:</p> <ul style="list-style-type: none"> <li>• TLA analyzes initial feedback and creates initial revisions</li> <li>• TLA gathers second round of feedback on initial revisions</li> </ul>	<p>Outline of expected process for the committee or a subcommittee to address revision of items:</p> <ul style="list-style-type: none"> <li>• Additional meetings are held over the course of the semester to examine the feedback for 4-7 SEI items per meeting and to revise those items until all items are considered and any needed items added to the instrument.</li> </ul>	Current SEI continues to be in use.
Year 6 Spring	TLA completes any revisions needed based on second round of feedback, TLA presents revised SEI instrument to Faculty Senate for a vote.		Current SEI continues to be in use.
Year 7 Fall	If the revised SEI instrument has been approved by a vote of the Faculty Senate, TLA works with the Office of the Provost to implement the revised SEI during the fall year 7 semester. If the revised SEI instrument has not been approved, work continues to address concerns of the members of the senate with the goal to submit a revised instrument to the Faculty Senate by the end of the Year 7 fall semester.		Revised SEI may be in use.

Reference

Cagley, V. (2019, February 12). What happens with course evaluations? *The Charger Bulletin* <https://chargerbulletin.com/what-happens-with-course-evaluations/#:~:text=About%20every%20three%20years%2C%20there,banks%20that%20other%20universities%20create.>

## **Addendum XIII**

*UWG Policies and Procedures Manual*  
Article III. By-Laws of the Faculties and Faculty Senate  
Modification Proposal for Section A: Meetings

*This item was approved by the Faculty Senate on Friday, January 22, 2022 with 39 in favor, 0 opposed, and 1 abstention. See the [January 22, 2022 Faculty Senate Meeting Minutes](#) which were approved electronically on January 28, 2022.*

**APPROVED REVISED VERSION**

- A. MEETINGS. Regular meetings of the Senate shall be held at least twice in each semester of the academic year on dates determined by the Senate. Meetings may be held virtually if it is determined that modality to be the best venue for accomplishing the work assigned to the Senate and its committees. If a Senate member is unable to attend a Senate Meeting, a faculty proxy may be appointed by the Senator to attend the meeting as a voting member in their place. If a proxy is attending in the place of a Senator, then the Senator must notify the Executive Secretary that a proxy will be attending the scheduled Senate meeting.

Special meetings may be called by the President of the University and shall be called upon written application of five (5) senators or any ten (10) members of the General Faculty. Written notice of the time, place, and agenda of Senate meetings as well as proposals for consideration at the Senate meeting shall be sent to each General Faculty member at least forty-eight hours in advance of the meeting. Official copies of the minutes shall be made available to the University community from the Web page of the VPAA. One paper copy shall be retained in the Archives at the University Library.

**President Kelly's Veto Statement in Response to the Modifications to UWG *Policies and Procedures Manual* Article III.A. approved on January 22, 2022**

**Committee IX: Rules Committee (Angela Branyon, Chair)**

Action Item: (Figure 3)

A) *Policies and Procedures Manual*

1) Article III.A. Meetings

Request: Modify

*Two friendly amendments were proposed and were approved without opposition by the body. The first added a paragraph break before the sentence regarding Special Meetings, and the second changed the language from "his or her" to "their."*

*Following these two amendments, the modifications to Article III.A were approved with 39 in favor, 0 opposed, and 1 abstention.*

*This item will be brought to the General Faculty for a vote in April 2022 according to Article IV, Section 3 of the UWG Policies and Procedures Manual.*

**The representative work of the Faculty Senate is vital to shared governance and collaboratively reviewing and recommending improvements to the curricula and other items of importance to the University. This includes work in committees, reviewing and discussing materials before meetings, and working during debate in Faculty Senate meetings. This work is dynamic and requires consistent engagement of the Faculty Senate members, for which faculty are to be commended. Following best practices, including those adopted by many institutions within the University System of Georgia, while proxy attendance may be supported, voting on items brought before the Faculty Senate should be reserved for those elected members of the Faculty Senate. Consequently, I reject this motion.**

*See [President Kelly's Response to the January 22, 2022 Faculty Senate Meeting Minutes](#) submitted on February 21, 2022.*

UWG *Policies and Procedures*, pp 30, 34:

"Upon receipt of a recommendation from the Senate, the President within thirty (30) days, shall either approve or disapprove the recommendation. The recommendations will become official policy when approved by the President, except when approval by the Chancellor or Board of Regents is required. If a recommendation from the Senate to the President is not accepted, the President shall report in writing to the Senate his or her reasons for rejecting the recommendation and upon two-thirds vote of the Senate the matter shall be referred to the General Faculty for consideration and recommendation...All actions of the General Faculty shall be in the form of recommendations to the President of the University. Should the President approve these actions, he or she shall inform the General Faculty at the next regular or special meeting, of the actions taken to implement these recommendations. If any action of the General Faculty should be vetoed by the President, the President shall, no later than thirty (30) days after the action by the General Faculty, submit to the General Faculty in writing his or her reasons for rejecting the action. If the matter should be approved again by a two-thirds vote of the General Faculty, a quorum being present and voting, the issue shall be submitted by the President to the Chancellor's Office for consultative purposes." - *Policies and Procedures*, pp. 30, 34.