Memorandum

To: General Faculty

Date: October 14, 2020

Regarding: Faculty Senate Agenda for October 16, 2020 via Google Meet

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1. Call to Order
2. Roll Call
3. Minutes (**Addendum I**)
4. Committee Reports

Committee I: Undergraduate Programs Committee (Rosemary Kellison, Chair)

Action Items: (**Addendum II**)

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Anthropology, Psychology, and Sociology

a) ANTH 4190 Modern Shamanism

Request: Add

2) Department of Mathematics, Sciences, and Technology

a) ASTR 3133 Observational Astronomy

Request: Add

b) ASTR 3683 Astronomy Research

Request: Add

c) ASTR 4103 Stellar Astrophysics

Request: Add

d) ASTR 4433 Galaxies and Cosmology

Request: Add

e) ASTR 4984 Introduction to Astrophysical Literature

Request: Add

B) College of Education

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

a) NUTR 4300 Cultural Aspects of Food and Nutrition

Request: Add

C) University College

1) Department of Civic Engagement and Public Service

a) SJUS 3000 Introduction to Social Justice

Request: Add

b) SJUS 3050 Politics of Social Justice

Request: Add

c) SJUS 4000 Social Justice Culture

Request: Add

d) SJUS 4050 Law and Social Justice

Request: Add

e) SJUS 4800 Social Justice Policy Analysis

Request: Add

f) Organizational Leadership, B.S.

Request: Modify

Information Items:

A) University College

1) Department of Civic Engagement and Public Service

a) Bachelor of Arts in Political Science

Request: Deactivate

Committee II: Graduate Programs Committee (Connie Barbour, Chair)

Action Items: (Addendum III)

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Anthropology, Psychology, and Sociology

a) ANTH 5190 - Modern Shamanism

Request: Add

B) College of Education

1) Department of Communication Sciences and Professional Counseling

a) CEPD 9153 - Advanced Therapeutic Techniques in Counseling

Request: Add

b) CEPD 9195 Special Topics in Doctoral Professional Counseling Studies

Request: Add

c) Professional Counseling and Supervision, Ed.D.

Request: Modify

Information Items:

A) University College

1) Department of Civic Engagement and Public Service

a) Criminology, M.A.

Request: Modify

b) Master of Public Administration (Face to Face Modality)

Request: Deactivate

Committee III: Academic Policies Committee (Emily McKendry-Smith, Chair)

Information Items:

A) DSST Exams (**Addendum IV**)

B) UWG Student PLA Handbook (**Addendum V**)

Committee IV: Faculty Development Committee (Mark Faucette, Chair)

Information Item:

A) Faculty Research Leave Policy

Committee X: Rules Committee (Angela Branyon, Chair)

Action Items:

A) UWG *Policies and Procedure Manual*

1) Article IV, Section 2.F (**Addendum VI**)

Request: Modify

B) UWG *Faculty Handbook,*

1) Section 104.03 – 104.0301 Faculty Evaluation of Departmental Leadership (**Addendum VII**)

Request: Modify

C) UWG Academic Affairs Policies Index

1) UWG Procedure 2.4.4 Evaluation of Department Leaders (**Addendum VIII**)

Request: Add

Committee XII: Teaching, Learning, and Assessment Committee (Rebecca Gault, Chair)

Action Item:

A) Fall Course Evaluations

Information Item:

A) SEI Evaluation Form

5. Old Business

6. New Business

A) An Expression of No Confidence in Dr. Brendan Kelly's Leadership as President of the University of West Georgia (**Addendum IX**)

7. Announcements

A) SACSCOC, Assessment, and the 5th Year Interim Report: An Update, Amanda Thomas, Director of Assessment

8. Adjournment

Addendum I

Faculty Senate

Draft Meeting Minutes

September 11, 2020

1. Call to Order

Chair Pro-Tem Farmer called the meeting to order at 1:01 PM.

2. Roll Call

Present:

Barbour, Barrett, Branyon, Cheng, Corley, DeWeese, Elman, Erben (sub. Miller), Faucette, Fuentes, Gault, Geyer, Gordon, Graffius (sub. Hunt), Green, Gupta, Hadley, Hansen, Hill, Hodges, Ivory, Jara-Pazmino, Kellison, Kimbrel, Kniess, Koczkas, Kramer, Lew Yan Voon, Ly, MacKinnon, Mbaye, McKendry-Smith, McLean, Nickell, Ogletree, Pashia, Pazzani, Rees, Richter, Self, Scullin, Snipes, Sterling, Swift, Van Valen, Volkert, and Wadlington

Absent:

Banford, Boumenir, Towhidi, and Wofford

3. Minutes

Minutes unanimously approved.

4. Committee Reports

Committee X: Rules (Angela Branyon, Chair)

Action Items:

D) UWG *Faculty Handbook*, Section 104.01

3) Section 104.01 – 104.0101 Administrative Evaluation of Faculty (**Figure 1**)

Request: Modify

Item unanimously approved.

E) UWG Academic Affairs Policies Index, UWG Procedure 2.4.1

1) UWG Procedure 2.4.1, Annual Evaluation (**Figure 2**)

Request: Approve

Item unanimously approved.

F) UWG *Faculty Handbook*, Section 104.02

1) Section 104.02, Post-Tenure Review (**Figure 3**)

Request: Modify

Item unanimously approved.

G) UWG Academic Affairs Policies Index, UWG Procedure 2.4.3

1) UWG Procedure 2.4.3, Post-Tenure Review (**Figure 4**)

Request: Approve

Item unanimously approved.

H) UWG *Faculty Handbook,* Section 104.03

1) Section 104.03 Faculty Evaluation of Departmental Administrative Personnel

Request: Modify

After some discussion regarding the removal of the Personnel Evaluation Questionnaire from the Faculty Handbook, *as well as a need for the language in the section to be updated to account for the changes incurred by the reorganization of the colleges, the proposed modifications to Section 104.03 of the* Faculty Handbook *were recommitted back to the Rules Committee for further discussion.*

I) UWG Academic Affairs Policies Index, UWG Procedure 2.4.4

1) UWG Procedure 2.4.4, Evaluation of Department Leaders

Request: Approve

As this procedure was directly related to the proposed modifications to Section 104.03 of the Faculty Handbook, *this item was recommitted back to the Rules Committee for further discussion.*

5. Old Business

A) Faculty Concerns (**Figure 5**)

Dr. Farmer noted that the Faculty Senate Executive Committee met earlier that day to discuss these concerns with President Kelly and the Provost, and planned on meeting again the following week in order to discuss them in greater detail. President Kelly thanked faculty for taking the time to share their concerns, stating that he took them seriously and planned to work through them with the Executive Committee in a team-based fashion. Their intention was to respond in writing within the week, with all of the questions related to COVID-19 and any policies, procedures, and processes on that front to be addressed in a separate document. Dr. Jenks added that he and President Kelly discussed an open invitation to attend future Faculty

Senate Standing Committee meetings with the Executive Committee earlier that day with the intention that they may speak with those committees' members about specific concerns relevant to their committee's charges in an effort to work through them jointly to ensure that the message is clear and that the answers are satisfactory.

When asked, Dr. Jenks assured meeting attendees that the new Senate Chair would be part of this process.

From 1:28 PM to 1:36 PM, Dr. Jenks and Dr. Farmer responded to questions and comments from faculty about how the Senate could participate in the process of shared governance, dual modality and the equity issues it brings, the task of defining shared governance discussed at the August meeting, and the timetable for the upcoming statements from President Kelly's office regarding faculty concerns. (See September 11, 2020 Google Meet chat transcript and recording, beginning 18:22.)

6. New Business

A) Spring 2021 Alternative Work Arrangements, Ms. J'Nee Dobson, Employee Relations Manager, Human Resources

HR received 134 faculty requests for AWAs, and 105 were approved. This is an ongoing process and they are still receiving requests. At this time, the application process only considers the employee's own condition and only employees who are high-risk themselves are eligible for AWAs. This did impact some of the requests. The information for Spring 2021 Semester is limited, but the AWA process will remain the same if it appears that the same expectations for in-person learning are applied to the Spring 2021 course schedule. HR will revisit AWAs related to medical conditions that may have changed and/or may not be an ongoing diagnosis. Please contact HR with any questions.

7. Announcements

A) Faculty Senate Chair Election Update (**Figure 6**)

Ballots will remain open until 5PM on Monday, September 14, 2020. The Executive Committee will meet on Wednesday, September 16, 2020 to discuss the data and tally the results according to the Election Procedure described in Figure 6 below. The new chair will be announced that evening.

*Before the meeting moved to the next item, there were several questions entered into the chat window regarding the faculty concerns outlined in **Figure 5**. While several asked how non-*

Senators might be able to participate in upcoming discussions about faculty concerns, others requested that President Kelly and the Provost discuss them with Senators and faculty attending this meeting on the basis that this discussion would provide more information for their sessions with the Faculty Senate Executive Committee. After President Kelly and Dr. Jenks reiterated their desire to work through these concerns with the Executive Committee and respond to faculty in writing, Dr. Farmer asked if anyone in attendance had questions about things that were not in the list of faculty concerns listed in ***Figure 5*** *that should be added. In the chat, faculty requested adding discussions regarding:*

- *the new policy on restricting research leave to one faculty member per program per year*
- *the role of Faculty Senate Executive Committee in summer COVID-19 planning and the reorganization of the colleges*
- *personnel changes such as the sudden removal of the Athletics Director and the Dean of the Richards College of Business*
- *the new strategic plan, and whether it will continue as planned or be paused until faculty can have meaningful input*
- *dual modality and its impact on faculty, instruction, and our students*
- *faculty concerns that these crises are not due to COVID-19 but a cultural shift/breakdown at UWG, and the processes by which decisions are being made*

Dr. Farmer confirmed that the other concerns added to the chat would be copied, and Executive Committee would add them to the upcoming discussion.

From 1:42 PM to 2:04 PM, Dr. Jenks answered questions from faculty asking for reassurance that they will have a voice in the changes taking place on campus, as well as why the reorganization of the colleges took place. (See September 11, 2020 Google Meet recording, beginning 27:36)

B) Senate Liaison Reports

No liaison reports.

From 2:15 PM to 2:21 PM, Dr. Jenks and Dr. Farmer responded to questions and comments from faculty regarding scheduling a special Faculty Senate meeting before the regularly scheduled November meeting, as well as pausing the strategic plan and other planned items until faculty can discuss them. (See September 11, 2020 Google Meet chat transcript and recording, beginning 56:51)

During this conversation, Dr. Drake pasted the following excerpt from the Faculty Senate by-laws into the chat window: "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." Dr. Farmer read this statement aloud and noted that this was the process to follow for calling a special Faculty Senate meeting, adding that several people in the chat have requested another Senate meeting. She asked the Executive Committee to discuss the possibility of a special meeting soon.

Before adjournment, it was suggested that perhaps what many faculty were looking for was an acknowledgement on the part of administration that shared governance was not honored or sought during the summer, which could be an important step towards reconciliation before we can move on collaboratively. Dr. Jenks agreed, adding that he welcomed that discussion, and thought it worthwhile for everyone moving forward.

Dr. Farmer stated that she suspected that there was enough interest in a special meeting that the Executive Committee can take that up and discuss with the President, who according to the rules would have to call a special meeting. She reiterated that the chat would be copied, and Executive Committee would add any new questions to the list of Faculty Concerns to be discussed at the meeting between the Executive Committee, the President, and the Provost.

8. Adjournment

The meeting adjourned at 2:38 PM.

Respectfully submitted by
Colleen Vasconcellos, Executive Secretary

Figure 1

UWG Faculty Handbook
Modification of 104.01 – 104.0101 Administrative Evaluation of Faculty

APPROVED REVISED VERSION

104 Evaluation

104.01 Administrative Evaluation of Faculty
The performance of each faculty member shall be evaluated annually. 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.)

104.0101 Procedure

The following steps should be made a part of all faculty evaluations:

A. The immediate supervisor will discuss with the faculty member in a scheduled conference the content of that faculty member's annual written evaluation.
B. 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.
C. The faculty member will be given the opportunity to respond in writing to the annual written evaluation; this response will be attached to the evaluation.
D. The immediate supervisor will acknowledge in writing his or her receipt of this response, noting changes, if any, in the annual written evaluation made as a result of either the conference or the faculty member's written response. This acknowledgment will also become a part of the records.

Figure 2: Approval of UWG Procedure 2.4.1, Annual Evaluation

UWG PROCEDURE NUMBER: 2.4.1, Annual Evaluation
***Authority*: UWG POLICY 2.4, (Recurring Faculty Evaluations)**

The University of West Georgia (UWG) faculty, pursuant to the authority of UWG Policy 2.4, establishes the following procedures for compliance with UWG Policy 2.4 on Recurring Faculty Evaluations:

The purpose of the procedure is to clearly communicate to the University of West Georgia faculty the annual faculty evaluation procedure.

A. Annual Evaluation Procedure

1. The immediate supervisor will discuss with the faculty member in a scheduled conference the content of that faculty member's annual written evaluation.
2. 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.
3. 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.
4. 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.

B. Compliance

UWG follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails. (BOR Academic and Student Affairs Handbook, 4.7 Evaluation of Faculty and BOR Policy Manual, 8.3.5 Evaluation of Personnel)

Issued by the [title of person charged with writing procedure]***, the ____ day of _____, 2020.***

_____
Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Figure 3

UWG Faculty Handbook: Modification of 104.02, Post-Tenure Review

APPROVED REVISED VERSION

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 every five years, to 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 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 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, academic achievement, professional growth and development, and service. 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, school, 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 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 performance 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 Exceeds Expectations performance, a faculty member shall receive recognition for his or her 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 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.
      i. 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.
      ii. 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 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. Seven duly elected tenured faculty members, apportioned as follows, will constitute the University-wide Appeals Committee for Post-Tenure Review:

College of Science and Mathematics: 1
College of Social Science: 1
College of Arts and Humanities: 1
Richards College of Business: 1
College of Education: 1

School of Nursing: 1
The Ingram Library: 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.

104.0209 Right to Redress

(See Policies and Procedures Manual, Article V, Section 3)

Figure 4: Approval of UWG Procedure 2.4.3, Post-Tenure Review

UWG PROCEDURE NUMBER: 2.4.3, Post-Tenure Review
***Authority*: UWG POLICY 2.4, (Recurring Faculty Evaluations)**

The University of West Georgia (UWG) faculty, pursuant to the authority of UWG Policy 2.4, establishes the following procedures for compliance with UWG Policy 2.4 on Recurring Faculty Evaluations:

The purpose of the procedure is to clearly communicate to the University of West Georgia faculty the post-tenure review procedure.

A. Definitions

1. *Post-tenure review* - Post-tenure review is one of several types of faculty performance reviews (e.g., annual, promotion, and tenure reviews) and is intended to provide a longer term perspective than is usually provided by an annual review. BoR Policy 8.3.7

B. Timeline

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 delay the post-tenure review as specified in UWG Procedure 2.3.1.

1. 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.

2. Timetable for review
   Each year the post-tenure reviews will be completed before the end of the Fall term.

C. Required Documentation

Faculty undergoing 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.

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.

D. <u>Formation and Operation of Post-Tenure Review Advisory Committee</u>

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 performance 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 Section G, 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 Exceeds Expectations performance, a faculty member shall receive recognition for his or her 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 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.
    i. 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.
    ii. 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.

E. <u>Review of Chair or Supervisor</u>

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, UWG Procedure 2.4.4 and 2.4.5).

F. 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. Seven duly elected tenured faculty members, apportioned as follows, will constitute the University-wide Appeals Committee for Post-Tenure Review:

College of Science and Mathematics: 1
College of Social Science: 1
College of Arts and Humanities: 1
Richards College of Business: 1
College of Education: 1
School of Nursing: 1
The Ingram Library: 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.

G. Compliance

UWG follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails. (BOR Academic and Student Affairs Handbook, 4.6 Post-Tenure Review and BOR Policy Manual, 8.3.5 Evaluation of Personnel)

Issued by the [title of person charged with writing procedure]***, the ____ day of _____, 2020.***

_____

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Figure 5: Faculty Concerns

Thank you for your request for agenda items. These are my suggestions:

- Request for descriptions of the process used over summer by VPAA for administrative appointment of Deans and Chairs
- Rationale for why these appointments were permanent rather than interim
- Information for length of term and evaluation of appointed deans and chairs.
- Rationale for development of new strategic initiatives.
- Discussion of how the work we've done to align course, etc. to the past strategic initiatives can be mapped on to the current ones so our time is not wasted.

Regarding the "All Faculty" email list and who is able to use it...is there any type of protocol in place (or some type of guidelines?) about what groups have permission (maybe that's not the right word) to use it?

I brought up the Faculty Handbook and tried some search terms within it but I couldn't locate anything regarding all-faculty email.

I have included a link here to an article about the University of Alabama, because it feels so similar to what UWG is asking of us as faculty indirectly:

> https://www.ajc.com/news/university-of-alabama-orders-faculty-to-keep-quiet-about-outbreak/7ZAHSQPNDRBINBEF3A6YAVMPRE/

I feel the University does not want me to inform students about possible exposure and that makes me feel that my safety and the safety of my students is not a priority.

I am concerned that the health and exposure page is showing data only one week at a time.

While I have concerns about how Covid is being addressed on this campus, University re-organization that occurred without faculty input, weak/failed shared governance, a Strategic Planning Committee that does not see the average faculty member as a stakeholder at this university, and the one-man University campaign "On Becoming UWG," there are even more alarming things I am experiencing with several of my colleagues. Many of us feel intentionally threatened at the (new) Department level and (new) College level. This sense of alarm, fear, and threat is something I've not experienced previously at UWG. I am concerned that we are rapidly developing into a culture of fear and silence on campus where dialogue does not occur and it not being valued at all by the upper administration. This will ultimately impact our students, as they are encouraged and motivated by seeing faculty who love scholasticism and remain committed to UWG literally over generations. We are the front-line workers of UWG.

In many clear ways, including through direct response, President Kelley has communicated that, for him, UWG has been a failed enterprise waiting for him to arrive. Everything we have done in the past, everything that we have achieved through hard work, sacrifice, and collective success, is now reduced to the requirement that we be thankful that Dr. Kelley has now arrived to save us. It is disheartening. This attitude is now permeating throughout the structure that he set up without faculty input – through Chairs and Deans.

I am concerned about the quality of the data reporting we are getting. I would like to see cumulative numbers presented in a way that gives us a bigger, fuller picture of what is going. Other schools in the USG are doing this better, such as GCSU: https://www.gcsu.edu/coronavirus/managing-covid

Fear of bad publicity must not guide us in our campus response to COVID.

In addition, professors should be allowed to choose whether they go online or not. Minimally, AWA requests for protection for family members must be considered. It is the moral and ethical decision.

—Anonymous

I am concerned about the lack of shared governance and the total silencing of faculty voices and concerns in the decision-making processes that occurred between Spring and Summer, when many faculty were not on contract. Administration has completely focused on a business-oriented model that does not work for educational institutions because it detracts from the educational product of the institution in favor of providing student amenities to "compete" with other universities simply on amenities (it is a completely unsustainable model, hence the budget crisis we experienced). Faculty have been voicing concern over this issue at many institutions across the country, so UWG is not alone in this, but this university exhibits the worst symptoms of this model, which came to the fore with the sweeping non-renewals in Fall 2019; the complete lack of shared governance in the decision-making processes that led to the reorganization of multiple departments and colleges across campus as a cost-saving measure (when administration did not contribute to cost-saving measures, instead continuing to have multiple administrative positions that can be done by a single position); the withholding of information regarding a global pandemic on campus (creating an unsafe work environment and unsafe learning environment by increasing the risk posed to faculty, staff, and students) until one hour after the fee deadline and full refund deadline had passed (effectively exhibiting collusion among administrators to ensure students do not decide to drop their courses and return to a safe position); the inaccurate and ineffective reporting of COVID numbers on campus to create a false sense of security even though faculty have been requesting different reporting measures; the implementation of classroom policies and procedures that do not provide accurate measures of safety given recent studies coming from University of Florida and Shands Hospital; the reprimanding of faculty and/or the implementation of disciplinary measures on faculty for making an announcement about exposure to COVID; and more…

Strategic Focus for the Future of UWG

The Principles of Accreditation of the Southern Association of Colleges and Schools (SACS) https://sacscoc.org/pdf/2018PrinciplesOfAcreditation.pdf (p.19) includes the following quote (emphasis added):

"SECTION 7: Institutional Planning and Effectiveness Effective institutions demonstrate a commitment to principles of continuous improvement, **based on a systematic and documented process** of assessing institutional performance with respect to mission in all aspects of the institution. An institutional planning and effectiveness process **involves all programs, services, and constituencies**; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations."

On 8/5/20, the Office of the President sent an email to all employees and to other constituencies announcing that, "**three pillars – relevance, competitiveness, and placemaking – will serve as the institution's focus** to imagine the future. These pillars will frame "Becoming UWG," the overarching strategic planning process that will lead our institution into the next chapter." Thus, the entire **strategic focus for the future of UWG** was developed, not through any published or known process, not through consultation with any committee which included faculty and others, but simply emerged fully grown from the mind of one person.

This plan was presented as a fait accompli with the name of the plan and the three key elements ("pillars") of the plan, which were fully described by the president to the public in an hour-long televised program on 8/11.

Up to that point, there had been no information disseminated about even the development or process of a strategic plan, and with absolutely no discussion (or even opportunity for discussion) among faculty.

Fully two weeks *after* that public announcement, a committee was announced. That committee of almost 20 people has one full-time faculty member on it.

No nominations from the grass roots were invited or sought for membership of that committee. It was simply announced again as a fait accompli, and again apparently based on one person's personal preferences, which adds to the perception that they were chosen just as convenient instruments for the president's plan (as opposed to a university plan). Note that the vast majority of the committee consists of administrators who serve at the pleasure of the president.

Any further developments in the strategic planning process are, in fact or in perception, simply perfunctory, just for the pretense of endorsing the one-man pronouncements of early August. These actions are not only in apparent violation of SACS standards but also all norms of shared governance and commonly held principles of academic institutions.

Three faculty concerns are described below:

1. Reorganization of many of the Arts and Sciences disciplines:
   a. The inaccurate or misleading claims of consultation or reasons for lack of consultation. *Who*, specifically, were the faculty members (not including administrators) who were consulted as to organizational sub-units, names, chair structure, selection of specific chairs, etc.
      i) The elimination of departments serves no purpose. Had faculty been consulted, innovative and inexpensive solutions might have been found, even within the constraints of the budget.
      ii) It was disrespectful to the faculty to claim, *without evidence, that they could not have contributed anything of value because it was the summertime*.
   b. The dual claims of the "unprecedented" budget cut plans ($7 million) and that 13 days was insufficient to consult anyone but for the chosen few administrators. Discussion during the last faculty senate online meeting revealed that these claims were inaccurate or misleading.
      i) In 2010, UWG was given 48 hours (Thursday noon to Saturday noon) to submit a plan to cut $8 million which was a significantly higher budget cut in terms of dollars and a much higher budget cut plan in percentage terms, and further, with far less time than the budget cut plan of 2020.
      ii) In 2009, the cuts were 11.5% for the year.
      iii) There were other years with cuts of the order of 10%.
      iv) In all of these cases, *including the 48-hour, $8 million cut planning*, there were meetings with faculty representatives to work through the details of cuts. The faculty senate budget committee representative from that period (2009-11) so stated during the senate meeting.

2. The Strategic Plan:
   a. On August 5, 2020, the number, names, descriptions of the "three pillars" of the strategic plan were announced.
      i) Publicly,
      ii) To the entire Carrollton community,
      iii) Without any prior faculty consultation.
   b. No strategic plan at UWG has been done in such a dictatorial way. To the best of our knowledge, no strategic plan is done like this at any respectable not-for-profit institution. Committees have been charged, extensive deliberations have been done largely without administration even in the room, drafts have been put out on the web for faculty / staff / student / public comment, revisions have been made, and only after several iterations, has a formal announcement been made. This current plan is not a UWG strategic plan; it is one person's strategic plan. There cannot be buy-in to such a product, except through pressure. The process was tainted the moment multiple public announcements were made without any substantive faculty input.
   c. The message of August 21, 2020 (**<u>16</u>** days after the entire plan was publicly announced), states: "The *first stage* (emphasis added; how can this be the first stage when the plan was announced more than two weeks prior to this?) in the planning process, **Stakeholder Engagement**, will focus on engaging internal and external university stakeholders. Our **Strategic Planning Steering Team**, supported by Dr. Janet Pilcher of Studer Education, will lead this stage of the process. This group of thought-leaders and advocates, who represent a diverse cross-section of forward-thinking professionals from throughout the institution, will work to gather, analyze, and organize data throughout the process, using diverse perspectives to identify recurring themes and push the institution toward next-level priorities. The members of this esteemed steering team are (in alphabetical order) …"

i. Apparently, there is one, and only one "thought leader" at UWG who is a (non-administrative) faculty member, out of a committee size of 19. Apparently, there are no faculty at UWG other than that one who are "forward-thinking professionals." The structure of the committee is very disrespectful to the faculty. It sends a message that, if you are looking for thought leaders and forward-thinking professionals at UWG, look to administrators, *not* to the faculty.
ii. There has been no faculty consultation or nomination process or election as to who would serve on this committee. The committee gives the impression that it was likely selected by the same person or persons who designed the entire plan.
iii. There is no indication of what role anyone or any such committee would play, because the names and details of the pillars of the plan have already been publicly announced. The Committee appears to be in place just to fill in a few blanks and give the appearance of consultation.
iv. The very name of the strategic plan, "Becoming UWG," is offensive and disrespectful to anyone who was at UWG in 2019, 2018, or prior to that. What *were* we in January of 2020 – if not UWG? Again, the disrespectful name of the plan is the creation of people who believe that the clock of UWG started ticking in March of 2020, that it did not fully exist, and that nothing that we did prior to the arrival of this top administrative team matters one iota.

3. The Reopening Plans:
   a. While it is recognized the USG (and the State) plays the major role, the mandatory mask protests started by Georgia Tech and echoed at UWG prove that those minds *can* be changed. UWG administration is so enamored with reopening, that it comes across as being cavalier and totally dismissive of concerns of our health, our safety, and our lives. As the Notre Dame student paper editorial https://ndsmcobserver.com/2020/08/observer-editorial-dont-make-us-write-obituaries/ says: "…***Don't make us write a professor's obituary. Don't make us write a classmate's obituary. Don't make us write a friend's obituary***…"
   Deaths in Georgia are on the rise as of the start of the third week of classes. Are we waiting for the death of one, two, 10 of us at UWG to wake up?
   b. Where is the *evidence* that the vast majority of students want the campus in the face-to-face mode in fall, 2020? Either the evidence by way of a representative survey exists and is being hidden from the faculty, or the evidence does not exist and that claim is about as strong the other claims made by administration listed earlier in this document.
   c. Here is some evidence that not all students are as enamored of a face-to-face reopening as the administration is. See WakeUpBrendan: https://twitter.com/UpBrendan
   d. Even given the regrettable decision to start face-to-face classes, the faculty were *not* consulted as to how best to meet the needs of instruction. *Who*, specifically (non-administrative faculty) participated in the construction of the reopening plans? Dr. Kelly's description of the learning styles of his three children seems to be the rationale for reopening plans. He said in one of the discussion forums that knowing that his kids prefer three different modes, why would we not want to meet those needs? That may be a reasonable point, but not necessarily all in the same course. And, again, the point is not whether he is right or wrong, but that *no* faculty discussion or deliberation is invited or tolerated. Faculty were simply *told* that they were to teach in dual modality for every class session.

There are other examples perhaps, but these three different and distinct concerns show common, recurring, and disturbing themes:

- an autocratic, if not dictatorial, style,
- with no substantive faculty consultation, and indeed disrespect for the faculty,

- with a pretense of coopting a couple of faculty to go along with the myth of consultation, and
- with complete disregard and disrespect for the past.

What is the state of the sabbaticals for FALL 21? We are not sure where we stand.

Faculty want the ability to change the modality of Spring 21 courses. We're being told no, probably by the USG, but it's an issue of equity. Those who are shouldering the face-to-face/dual modality this semester will have to do it again next, if there's no vaccine. I hope that the Deans will discuss this with the Provost as well, fyi.

- According to SACS modality is a faculty determination, not USG or upper administration.
- Students were requesting more online course this fall, so there's a demand.

Promotion and Tenure expectations: Folks are relieved by the optional extension for this academic year. However, because of the re-org and loss of faculty and staff to VSP and the reduction in force, AND the loss of stipends, course releases, etc. for folks who were coordinating areas within programs, more service is being expected of faculty than ever before. The faculty wonder if the Handbook should be revised in terms of P & T to reflect this. To be clear: should P & T expectations change with the heavier service expectations the institution is now demanding? Dual modality also affects professional development, as does the loss of travel support.

I send a list of concerns from colleagues and faculty:

COVID:

- My concern is about having a Covid testing plan and reporting numbers. There are many rumors going around that I hear from students about outbreaks on campus. Information is critical. I read that GCSU is reporting daily numbers: https://www.gcsu.edu/coronavirus/managing-covid So they can't look to the USG to say their hands are tied....

- I am very concerned with the late announcement of Covid numbers on campus and the way it came about. First, the fact that they announced this information *not an hour after the fee deadline passed for our students is very disconcerting*. It gives the impression that their plan was to withhold information just long enough to get past the full refund deadline.

  Second, the issue about the phrasing "not required to be notified" is problematic as there seems to be a culture in place already of backlash against that do notify their students of exposure. There is a Twitter thread making the rounds on social media right now that includes a faculty member's CourseDen announcement to their class about being notified of exposure, and then an email response stating from administration that the faculty member is being dealt with (**https://m.facebook.com/groups/381022648941666?view=permalink&id=12107994359639 79&sfnsn=mo**). So, what happens if we are exposed and have to quarantine? Are we not

allowed to inform our classes that we have to quarantine due to exposure? We just disappear from the classroom for a couple weeks?

Third, I already have several students that were notified by UWG that they need to quarantine due to exposure. Is this something we should also be using UWG Cares for an additional reporting metric? Or are we just supposed to rely on the students to self report?

Fourth, do we know what the threshold will be to cause another shutdown? It's the first week, we already have 57 total cases, and they are only reporting things on a weekly basis. As we all know this virus is capable of exponential growth and infection at a very fast rate. What is the magic number administration will use to draw the line in the sand and say enough people are infected to warrant a shutdown? My students are already scared (as am I!), and if administration allows that line to be too high then I fear we will lose more students altogether due to mishandling of the situation in general. I already have students that have made the decision to opt out of the f2f portion of my courses because of their safety concerns (and I don't blame them!). What is going to happen when the number of cases reaches well into the hundreds? Will they trust the university enough to return in future semesters?

I would also have concerns about student employees since so many are employed across campus. Many departments don't have enough remote work to go around and keep student employees busy enough, if at all, if they are required to quarantine. So, if a student employee has to quarantine due to exposure, they are unable to work at all. Likewise, if they become infected they obviously can't work.

Many of our students rely on the paychecks they receive from campus work. So, if they have to quarantine from exposure or infection, it will affect them financially. To my knowledge, student employees do not accrue sick days like faculty and staff (please correct me if I'm wrong here). So, how do we deal with that side of things? Do we still give them hours even though they can't work or do we do what the university system seems to be doing and turn a blind eye to their needs? And if we do give them hours and pay to help ensure their wellbeing while they are out, will there be repercussions from the administration? Is there something we can do to ensure student employees are given paid sick days, too?

- My questions are specific to how to respond to the class given certain covid risks/testing positive etc...

  Much of the issue surrounds our roles as mandatory reporters and is complexified by the nature of personal medical information and our desires to protect one another, our students, and the community.

  If a faculty member teaching f2f **tests positive**, after they self-report as the policy requires, are they permitted to 1) immediately discontinue f2f meetings (until advised to continue), and/or 2) inform their students that they, themselves have tested positive? The answer should keep in mind that a faculty member may find out with very little to no lead-time before the next in-class session. An explicit statement forbidding this type of information sharing should be made if "violating it" will result in disciplinary action.

If a faculty member **self-identifies** as having been in “close contact” are BOTH above actions permitted? Or must they wait on “being identified” as “close contact” by GDPH? Or are in either case these actions not up to the Faculty member?

What do we do if a student reveals they've tested positive but continues to attend f2f and voices their refusal to self-report to the University?

What do we do if to our knowledge, despite a student testing positive and self-reporting, no contact tracing is being performed?

- At what point is it counterproductive to run class f2f with low attendance?
  When specifically do we personally have the responsibility to cancel classes for safety concerns? If the answer is "never", then that needs to be in writing, otherwise I know I'd exercise my best judgment ethically in several situations with or without guidance.
  When and how will testing on campus be available? (that we haven't heard more on this is completely not ok)

- 1)Why is there no free and readily available testing available to faculty teaching ftf and staff in ftf settings?

2) What is the nature of student housing, and the administration's partnership with housing companies in relation to the COVID outbreak? I ask because I recently had to write to housing on behalf of a student who made the decision to move back home after a week on campus, seeing that things were not so safe as promised. I had to tell housing that she was permitted to complete all of the course work online before they would let her out of her contract.
3) Contact tracing only works if everyone knows about it and all potential close contacts also quarantine. Why is there such an emphasis on being under-cautious? What end will that serve? It will only accelerate our campus pandemic and cause deeper impacts.
4) We need to see cumulative, longer term data statistics that will enable us to gauge as a community how much worse the local outbreak has gotten on campus and in Carrollton since reopening. The administration is accountable to all of us, and we need that information.

REORGANIZATION/SHARED GOVERNANCE

- Dear Chairs of the Standing Committees of the Academic Senate, this communication is a follow up to the Faculty Senate meeting of August 6. I believe a central issue we need to address is the process used by the President and VPAA during the recent appointment of Deans and Chairs. COSS Bylaws and Procedures (https://www.westga.edu/academics/coss/assets-coss/docs/COSSBylawsandPoliciesProceduresAugust2018.pdf) outline a careful collaborative process for the selection and evaluation of Deans and Chairs (see Article II Sections A and B). In reference to the appointment of a Dean the bylaws state “The Search Committee shall consult with the Administrative Council and the Faculty Council of the College prior to making its recommendation to the Vice President of Academic Affairs.” Associate and Assistant Deans are appointed “In consultation with the Faculty Council and the Administrative Council.” In reference to the appointment of a Department Chair the bylaws state: “Recommendation for appointment shall be made only after consultation with all

members of the department concerned or with an elected committee of that department." I do not believe these procedures were followed in the recent appointments of CACSI Dean and Chairs.

It is possible that the President and VPAA believed COSS bylaws were irrelevant given the dissolution of the College. If this was indeed the case, what was the stated rationale for the appointment of permanent rather than interim positions? Appointing an Interim Dean and Interim Chairs would have provided CACSI the time needed to develop new bylaws and procedures.

Please provide a written description of the procedures the President and VPAA used in these recent appointments. Please also provide information on the length of appointment for these positions as well as procedures for Dean and Chair evaluations.

Will new policies and procedures adopted by CACSI supersede the processes used in these recent academic appointments? If so, what might such bylaws mean for these Dean and Chair appointments, particularly if the bylaws outline procedures markedly different from those used by the President and VPAA? Will newly developed bylaws and procedures be enacted ex post facto? Be ignored?

Bylaws and procedures are a central way for the University to ensure procedural justice. Given the importance of these documents and decisions it is imperative we move forward with clarity regarding what took place over summer and with full faculty input as we move forward. It is in this spirit of collaborative governance that I offer these observations and questions. I want to clearly state that my concerns do not reflect any concerns regarding the competence of the current Deans or Chairs; indeed it is quite possible these same appointments would have resulted from a process in keeping with COSS bylaws.

Thank you in advance for your careful attention to these issues.

- need for substantial acknowledgement of the faculty-excluded process they used to reorganize the campus: there is no excuse for that; they could have found ways to be more inclusive, even if all the business needed to be done late Spring and into the summer. And some things, like choosing leadership (chairs and assist/assoc deans) could have waited until this Fall. In addition to acknowledgement, there is the question about reparations for that AND demonstrated commitment to a new model moving forward.

  What would faculty engagement/governance look like to us? Not sure, and that needs to be a topic of discussion at Senate: what would make faculty feel involved. Maybe we need another campus climate survey?! I feel like our leadership has a lot of explaining to do, and a lot of effort will need to be made to make us trust them. The re-org + the lack of transparency and clarity about the COVID response (seems like they are replicating the model of deciding everything themselves and then communicating it inadequately--is Senate involved at all? Any faculty at all?) together are problematic and don't seem to suggest a future of faculty inclusivity. What role does President WANT faculty to play? Individual feedback isn't enough: we need robust dialog and engagement - through Senate.

Also, what's this commitment to diversity and what does it look like? Before he announced that at the Gen Fac meeting (or wherever he made that public announcement), he hadn't even mentioned it to anyone on campus whose service or job descriptions include working toward diversity. With whom is he talking? what's the plan? So far he's only talking to himself and his cronies in his office, it seems. When I asked, he blew off the re-org changes as 'oh that was so last month', but we are seeing the pattern continuing.

- I am deeply concerned about the lack of shared governance and the total erasure of faculty voices in the decision making processes that have shaped UWG over the last two years in particular. Our autonomy as educators and our investment in the institution has been eroded further and further to the point that we feel decisions are announced to us that we have no say in or knowledge of until it is released by the administration. The non renewals last year are a clear example of this, as is the way restructuring was carried out and the dismissal of staff etc.

Figure 6: Election Procedures

Election Procedure for Faculty Senate Chair, Fall 2020

Given that the Faculty Senate by-laws authorize elections of the Faculty Senate Chair only in the spring, and that the by-laws do not describe a particular method of voting except to specify that "the University faculty will vote in such a fashion that the winner of the election will have received a majority of votes cast," the Executive Committee voted on August 14, 2020 to authorize deviation from the by-laws to allow for an election in the fall and voted on September 6, 2020 to authorize the use of preferential voting to enable the election of a Chair by majority vote.

In cases where continuous re-balloting without removing any candidates is not feasible, Robert's Rules of Order Newly Revised (45:62) identifies preferential voting as the preferred election method (in contrast to runoff elections in which some candidates would be removed from subsequent ballots). We will use the method of preferential voting (also known as ranked-choice voting or instant-runoff voting) described in Robert's Rules 45:63–66; more information on this method of voting can also be found here.

While more details can be found in those sources, briefly, this method works as follows:

1. Each voter will cast a ballot ranking the candidates from first preference to last preference. Should a candidate receive the majority of the first-preference votes, that candidate will win the election.
2. In the case that no candidate receives a majority of the first-preference votes, the ballots cast for the candidate who received the fewest first-preference votes will be reassigned to the second-preference candidate indicated on each of those ballots.
    a. A new count will be conducted. If at that point, a candidate has received a majority of votes, that candidate will win the election.
    b. If there is still no candidate with a majority of votes, the procedure will repeat, with the ballots for the candidate with the fewest votes being reassigned to their most preferred candidate still in the running.
    c. This process will continue until one candidate has received a majority of the votes cast.

The election for Faculty Senate Chair will take place via Qualtrics over a period of five business days ending at 5 PM on Monday, September 14. At the conclusion of the election, a Qualtrics report detailing the election results will then be sent to the Faculty Senate Executive Committee for acceptance. The Executive Committee will meet to discuss the results the week of September 14, and the winner will be announced shortly thereafter.

Addendum II

ANTH - 4190 - Modern Shamanism

2021-2022 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.

Desired Effective Semester* Summer

Desired Effective Year* 2021

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

College - School/ Department* College of Arts, Culture, and Scientific Inquiry

Department of Anthropology, Psychology, and Sociology

Is this a School of Nursing or University College 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*	ANTH
Course Number*	4190
Course Title*	Modern Shamanism
Long Course Title	
Course Type*	Anthropology
Catalog Course Description*	A survey of the contemporary practice of shamanism as a cross-cultural system of divination, healing, and prophecy, foundational to the practice of religion and healing in most cultures (including state societies). Using examples from traditional small-scale indigenous and rural societies to the transposition of shamanism into Western urban cultures/subcultures, we examine the rationale, development, and adaptive practice of shamanism (e.g., altered states of consciousness and the use of shamanic tools and movements) as part of the wider cultural context of faith and healing.

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 prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites	none
Concurrent Prerequisites	none
Corequisites	none
Cross-listing	none
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?	1
Grading*	Undergraduate Standard Letter

Justification and Assessment

Rationale* This course is created to meet the need for expanded courses in anthropology and religion: Anthropology is proposing a new Concentration in Cross-Cultural Health and Spirituality where this course will be required or elective; IDS has developed a new IDS Major in Religion and this course will be an elective among requirements in religion courses offered for this interdisciplinary major.

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

1. understand the theories of shamanism as religious/healing ideologies and practice
2. identify common shamanic goals, practices, and adaptations across cultures
3. learn and demonstrate the concept of cultural relativism by connecting shamanism to its cultural contexts

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* 35

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

If yes, what will the fee be?* 0.00

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.

in the Proposal Toolbox to make your decision.

(CONCOURSE FORMAT)

Other · College of Arts, Culture and Scientific Inquiry · Anthropology, Psychology and Sociology

Modern Shamanism

ANTH 4190 – 3 credits (lecture class)

Dr. Marjorie Snipes
Professor of Anthropology

(FYI) Course Articulations/Relevance

- upper level anthropology major/minor elective
- upper level elective anthropology concentration course (Cross-Cultural Health/Spirituality); 1 of 2 electives offered in Religion
- upper level BIS Religion Pathway course; 1 of 2 choices as elective
- upper level general elective

Course Description

A survey of the contemporary practice of shamanism as a cross-cultural system of divination, healing, and prophecy, foundational to the practice of religion and healing in most cultures (including state societies). Using examples from traditional small-scale indigenous and rural societies to the transposition of shamanism into Western urban cultures/subcultures, we examine the rationale, development, and adaptive practice of shamanism (e.g., altered states of consciousness and the use of shamanic tools and movements) as part of the wider cultural context of faith and healing.

Prerequisites: None
Co-Requisites: None

Learning Outcomes

1. understand the theories of shamanism as religious/healing ideologies and practices
2. identify common shamanic goals, practices, and adaptations across cultures
3. learn and demonstrate the concept of cultural relativism by connecting shamanism to its cultural contexts

Course Materials

- electronic readings (within Courseden)
- Harner, Michael. 1990. *The Way of the Shaman*. Harper One.
- Harvey, Graham, ed. 2002. *Shamanism: A Reader*. Routledge.

Course Evaluation

- **Research (30%)**: research project (**RP**) on a contemporary shamanic practice in a Western or non-Western cultural setting; professor will work one-on-one with students to identify relevant and diverse topics; students may choose to do original ethnographic research on an active shamanic community or School; papers will include a minimum of six scholarly, peer-reviewed works and will range from 10-12 pages in length, double spaced (2500-3000 words); students are required to present their research in a choice of available formats

- **Activities (30%):** multiple weekly **(HA)** homework assignments, (**C**) commentaries, (**D**) discussions, (**Q**) quizzes, and (**MP**) short mini-research projects will allow students to work with reading and lecture material, test for memory, and learn to discern and apply significant anthropological and shamanic concepts; these will be scheduled within the Course Outline

- **Mid-Term/Final Examination (40%)**: both exams are essay-based; Final Exam is cumulative

Assignments/Schedule (Tentative Draft Schedule) – BIBLIOGRAPHY IS ATTACHED BELOW

Week 1 **Identifying and Defining Shamanism**

Readings:
REQ: Turner, E. *Reality of Spirits* (in Harvey); Vitebsky: *From Cosmology to Environmentalism: Shamanism as Local Knowledge in a Global Setting* (in Harvey)

SUP: Harner, M.: *The Ancient Wisdom in Shamanic Cultures* (in Nicholson); Harner (1980); Dubois (2009); Krippner (2002); Brown (1988); Noel (1997); Halifax 1988; Reinhard (1976); Riches (1994)

* *Rdgs are divided into Required & Supplemental; students will chose 1 Supplemental reading per week based on their interests; others covered in lecture.*

Activities: (1) **Q,** reading quiz, (2) **HA,** analysis of 3 definitions of shamanism

Week 2 **Doctor-Priest: Indigenous Shamanism across Cultures**

Readings:
REQ: (Ojibway) Grim, John A. *Ojibway Shamanism* (in Harvey); (Siberia) *Game and Games, Fortune and Dualism in Siberian Shamanism* (in Harvey)

SUP: (Australian Aborigines)Thero, Ven. E. Nandisvara Nayake: *The Dreamtime, Mysticism, and Liberation* (in Nicholson); Sharon (1978); (Japan) Fairchild: *Shamanism in Japan*; (Andes) Greenway (2008); Beyer (2010); (Iñupiat) Turner (1996)

* *Rdgs are divided into Required & Supplemental; students will chose 1 Supplemental reading per week based on their interests; others covered in lecture.*

Activities: (1) **Q,** reading quiz, (2) **D,** online discussion, "Common elements of shamanism"

Week 3 **Charismatic Shamanism in Western Religious and Urban Settings**

Readings:
REQ: Choi: *The Artistry and Ritual Aesthetics of Urban Korean Shamans* (in Harvey); (England) MacLellan: *Dancing on the Edge: Shamanism in Modern Britain* (in Harvey)

SUP: (Judaism) Gershom, Rabbi Yonasson: *Shamanism in the Jewish Tradition* (in Nicholson); (Pentecostalism, COGIC) Horwatt (1988) and Govorounova (XX, TBD); Kim (2018)

* Rdgs are divided into Required & Supplemental; students will chose 1 Supplemental reading per week based on their interests; others covered in lecture

Activities: (1) **Q,** reading quiz, (2) **MP**, comparing shamanism in two cultures (5 pp. mini-research project)

Weeks 4-5 **Shamanic Journey, Altered States, and Extractions**

Readings:
REQ: Harner: *Discovering the Way* (in Harvey); McKenna: *Brief History of Psychedelics* (in Harvey)

SUP: Krippner: *Dreams and Shamanism* (in Nicholson); Harner: *Sound of Rushing Water*; Wilbert (1987); Dubois (2009); Sidky (2009); Harner (1980); Metzner (2011); Dobkin de Rios and Winkelman (2012)

* Rdgs are divided into Required & Supplemental; students will chose 1 Supplemental reading per week based on their interests; others covered in lecture

Activities: (1) **Q,** reading quiz, (2) **MP**, ethnobotanical study of an hallucinogenic plant used for journeying (5 pp. mini-research project)

Week 6-7 **Traditional Shamanic Apprenticeships: Aesthetics, Symbolism, and Ephemera**

Readings:
REQ: Ingerman: *Tracking Lost Souls* (in Harvey); TBD

SUP: Dubois (2009); Sharon (1978); Jakobsen (1999)

* Rdgs are divided into Required & Supplemental; students will chose 1 Supplemental reading per week based on their interests; others covered in lecture

Activities: (1) **Q,** reading quiz, (2) **D,** "ethnobotanical research/common elements," (3) **midterm examination**

Week 8-9 **Emergence of Neo-Shamanism and Cultural Appropriations**

Readings:
REQ: Johnson: *Shamanism from Ecuador to Chicago: A Case Study in New Age Ritual Appropriation* (in Harvey); Wallis: *Waking Ancestor Spirits: Neo-Shamanic Engagements with Archaeology* (in Harvey)

SUP: Walsh (1990); Jakobsen (1999); Feinstein: *The Shaman Within* (in Nicholson); Dubois (2009); Znamenski (2007); Harner (1980); Grimaldi (1997); Noel (1998); Labate (2014); (see also Florinda Donner-Grau; Felicitas Goodman; Hank Wesselman)

* Rdgs are divided into Required & Supplemental; students will chose 1 Supplemental reading per week based on their interests; others covered in lecture

Activities: (1) **Q,** reading quiz, (2) **RP**, submission of thesis/outline for Research Project/Paper

Week 10 **Shamanic Tours**

Readings:
REQ: Labate (2014) *(selections, TBD)* + online resources at anthropologist Michael Harner's Foundation for Shamanic Studies (https://www.shamanism.org/) + 2 other Schools: https://www.shamanicuniverse.com/european-trainings/; https://sacredtrust.org/; https://northerndrum.com/; https://perushamans.com/shaman-school-program/; https://caisae.com/shaman-school-in-cuzco/; https://incamedicineschool.com/; http://www.onetribehealing.com.au/shamanic-training.aspx; etc.

Activities: (1) **D,** "Common elements in shamanic schools; (2) **MP**, comparing 3 Schools: practice/skills in formal trainings, workshops globally (comparing 3 Schools) (5 pp. mini-research project)

Week 11 **Emic/Etic Ethics of Shamanic Training: Western Schools and Practices**

Readings:
REQ: Jackson (2009); Jakobsen (1999); Labate (2014); Pinchbeck (2002) *(selections)*

Activities: (1) **Q,** reading quiz, (2) **HA**, debate prep work: "value of teaching shamanism vs. cultural misappropriations"

Week 12 **Shamanic Myths and Frauds**

Readings:
REQ: Churchill: *Spiritual Hucksterism: The Rise of Plastic Medicine Men* (in Harvey); Znamenski (2007); Carlos Castaneda (*various*); Noel (1999, 2002)

Activities: (1) **Q,** reading quiz, (2) **RP**, first draft of research paper/project due (min. of 8 pp. completed)

Week 13-14 **Undergraduate Projects and Presentations**

Interactive Galleries (online media presentations) and **f2f presentations** (live &/or recorded) of semester research projects

Week 15 **Digital Salons**

Summative Discussion/Review Groups assigned by instructor; online, live

Week 16 **Final Exam/Final Research Papers/Project Due**

Common Language for Syllabus: http://www.westga.edu/UWGSyllabusPolicies/

Institutional Policies

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

Center for Academic Success: The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center 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 site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide.

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares site. Online counseling 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.

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#
You may also visit our website for help with USG Guidance: 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.

APPENDIX

Course Bibliography

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ASTR - 3133 - Observational Astronomy

2021-2022 Undergraduate New Course Request

Introduction

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

Desired Effective Semester* Fall

Desired Effective Year* 2021

Routing Information

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College - School/ Department* Department of Mathematics, Sciences, and Technology

Is this a School of Nursing 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* ASTR

Course Number* 3133

Course Title* Observational Astronomy

Long Course Title

Course Type* Astronomy Physics

Catalog Course Description* A calculus-based introduction to observational astronomy, with topics including astronomical time and coordinate systems, telescope design, CCD detectors, photometric and spectroscopic instrumentation, statistics and error analysis, and image processing techniques. The laboratory component will involve two projects at the Campus Observatory with data reduction and analysis using state-of-the-art software, as well as sky awareness and other topics in observational astronomy.

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

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 2

Lab Hrs* 2

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 prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog

Terminology/Icon Guide.

Prerequisites	PHYS 2212 and PHYS 2212L, with a grade of C or better
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 forms one of the three cornerstone courses of the new Astronomy Concentration in the Physics Program, along with Stellar Astrophysics (ASTR 4103) and Galaxies and Cosmology (ASTR 4433). This is an upper-level course for students majoring in physics with a concentration in astronomy, providing both a theoretical and a hands-on introduction to observational astronomy. Students will gain valuable knowledge for research in observational astronomy and astronomical instrumentation. In the laboratory component, students will conduct two research projects at the Campus Observatory, and process and analyze the collected data with state-of--the-art software tools written in the IDL, Python, and/or Fortran programming languages. A significant fraction of students in the physics program have interests in astronomy, and this new program is intended to help recruit new students who would not otherwise consider UWG, in the absence of advanced astrophysics offerings

otherwise consider UWG, in the absence of advanced astrophysics offerings.

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

1. Study different telescope designs, photometric and spectroscopy instrumentation, and CCD detectors

2. Gain hands-on experience in astronomical measurements using the Campus Observatory, calibrations, and data reduction and analysis using state-of-the-art software

3. Apply statistics and probability to error propagation and analysis

4. Learn about sky awareness and different coordinate systems used within the astronomical community, and planning successful observation strategies

5. Develop writing skills with detailed laboratory-style reports of observing projects

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* 5-10

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.

ASTR 3133W Observational Astronomy

Lecture (Time, Days)
Lab (Time, Day)
3 Credit Hours (2 Lecture, 1 Lab)

Instructor

Prof. Nick Sterling
Office: 210 Boyd Hall
Phone: 678-839-5139
Email: nsterlin@westga.edu
Office Hours: TBD

Lab Instructor

Ben Jenkins
Office: 214 Boyd Hall
Phone: 678-839-4096
Email: bjenkins@westga.edu
Office Hours: TBD

Course Description

Welcome to Observational Astronomy! For most of the history of astronomy, humans could only observe the Universe with the unaided eye, but the invention of the telescope in the 17th century and modern imaging and spectroscopic techniques have uncovered a staggering amount of new information. Many technologies have been created to assist in the observation of celestial bodies including interferometry, adaptive optics, and the branches of spectroscopy and photometry. Images collected at research telescopes require processing (called "data reduction") before analysis is possible, which requires an understanding of how CCDs work, as well as various observational techniques and calibration measurements. So this course isn't just about telescopes, but is designed for you to acquire a broader understanding of detectors, instrumentation, and image processing that is needed to successfully design and carry out scientific measurements of celestial objects. Additionally, we will cover topics in statistical techniques and error analysis.

It's one thing to learn about the theory of these topics, but a fuller understanding requires putting the ideas into practice, which is what you'll do in the laboratory portion of this course. You will conduct two observational projects at the Campus Observatory over the course of the semester, involving imaging and/or photometry, and spectroscopy, and reducing and analyzing the data. These projects will be written up as laboratory reports (which gives you discipline-specific writing credit), and could potentially be presented in venues such as Research Day. While the observations will take place during nights, the lab section will meet at the scheduled time to cover topics in sky awareness, astronomical time and coordinate systems, optics, and spectroscopy.

Pre-Requisites

PHYS 2212 and 2212L (Principles of Physics II), with a grade of C or better

Student Learning Goals

In this course, you will:

- Learn about sky awareness and different coordinate systems used within the astronomical community, and planning successful observation strategies.
- Study different telescope designs, photometric and spectroscopy instrumentation, and CCD detectors
- Gain hands-on experience in astronomical measurements using the Campus Observatory, calibrations, and data reduction and analysis using state-of-the-art software
- Apply statistics and probability to error propagation and analysis
- Develop writing skills with detailed laboratory-style reports of your observing projects

Textbook

To Measure the Sky (2nd edition), Frederick R. Chromey — this is a really well-written and readable text that covers many areas of optical and infrared astronomy, and will be a great reference should you choose to go into grad school.

Other Resources

CourseDen

I will post assignments, grades, and (when used) Powerpoint slides on CourseDen. Your course grade to date will be computed after each exam.

Email

As a UWG student, you are required to check your UWG email account on a regular basis. Email announcements should be treated with the same regard as announcements given in class.

Lectures and Participation

Please prepare for lecture by reading the textbook *before class*. This allows you to come in with questions and gives us more time to focus on the difficult concepts. I will announce reading assignments at least one lecture ahead of time.

You are expected to attend every class. I will occasionally give you in-class assignments that count as 5% of your course grade. Excessive unexcused absences will lower your participation grade.

Excused Absences: No make-ups will be given for missed in-class problem solving. However, you can be exempted (it won't count for or against you) from a class's participation assignment if you provide me with **documented** evidence (e.g., a doctor's note) of medical, family, or university-related reasons for your absence.

Lab

The material covered in the lecture portion of the course will primarily be theoretical, while the laboratory will have a more experimental bent. The labs will take place in two locations. Some of the work will take place at the observatory building, some will take place within the computer lab in Boyd 202 where we have the data reduction software IRAF and PyRAF installed. You will need to be available for observations during nighttime hours as weather permits - we will give as much advance notice as possible. Work at the observatory will include learning sky awareness and the operational system of the telescopes, mounts, and computer software to run the cameras. You will be need to maintain a lab notebook, which will be assessed as part of the laboratory grade. Some of this can happen during daytime hours, e.g. the solar observation portion. Two observational research project reports will be due for the laboratory component, one at the midpoint of the semester and one at the end of the semester. Each will require at least one night of a full 4+ hours observing run, and you should expect to spend the entire night at the observatory for those two observing runs. One project will involve spectroscopy, and the other photometry (imaging with broadband filters). Data reduction and analysis will be performed with IRAF/PyRAF outside of the usual lab meeting times. These software tools involve a learning curve, and can be time-consuming the first time you use them. Regular check-ins concerning data reduction will occur with the lab instructor and will be part of the grade. This is in order to ensure adequate progress is made toward the completion of the projects. There will also be a lab practical covering telescope setup for a specific defined target, and observational results.

Homework Assignments

Homework will be assigned every 1-2 weeks. The HW in this class will help you familiarize yourself with the lecture material, but will also include problems that expand on what you learn in lecture. I will help you to every extent that I can on the HW, but you will need to be proactive by starting the assignments early and asking questions in my office hours! Please note that HW assignments are not collaborative efforts! Please see the Academic Honesty Policy below.

Late policy: No late HW assignments will be accepted, with the following exceptions. You may ask for a one-lecture extension for a HW assignment two times during the semester. Any excused absences (see above) will not count against these two exceptions. The reason for the strict policy is to help ensure that you don't fall behind. We will cover a lot of material this semester, and if you fall behind it will be difficult to catch up.

Observing Projects

Your observing projects will be written up as laboratory reports, following the format of astrophysical research papers (including proper citations). Each should consist of the following sections: abstract, introduction (which should reference previous observations

from the astrophysical literature), observations and analysis, results, discussion, and conclusions. Proper error analysis — including both statistical and systematic errors — should be addressed in the report.
Further information is given on a separate handout (also on CourseDen). **PLEASE take the utmost care to avoid plagiarism!** This problem is common for writing assignments, but a serious one. I have a zero-tolerance policy toward academic dishonesty (see Academic Honesty Policy below), and if any portion of the written reports is plagiarized (INCLUDING the first draft!), you will receive no credit for the entire assignment — 12.5% of your course grade — AND it will be reported to the Office of Academic Affairs.

Exams

There will be three in-class exams, including the non-cumulative final exam. You may bring an 8.5x11" (one-sided) sheet of paper with equations and formulas, which must be turned in with your exam.

Grades

Your final grade will be calculated as follows:

Participation	5%
Homework	20%
Exams (3×12.5%)	36%
Observing Projects (2x12%)	24%
Labs and Practicum	15%
Total	100%

The grading scale will not be any more difficult than the one shown below. I may apply a curve so that it is easier to attain a higher grade.

Letter Grade	Percentage Range
A	90-100
B	80-89
C	70-79
D	60-69
F	<60

Withdrawal

(Date TBD): Last day to withdraw with a grade of W

Academic Honesty Policy

I have a zero-tolerance academic honesty policy. Copied or similar work, plagiarism, or other forms of cheating will be treated as follows:
First offense: No credit on the assignment. Incident reported to the Office of Academic Affairs.
Second offense: F in the course. Reported to the Office of Academic Affairs.

Acceptable aid on HW assignments: you may use the textbook and consult math and physics textbooks if you are stuck on a problem. You should do the HW by yourself - I can't stop you from discussing the assignments with other students, but the work you turn in must be your own. **There is no reason to cheat - just come to my office hours and I'll give you all the help you need!**

The official University policy on academic honesty can be found at http://www.westga.edu/vpaa/index_1965.php

Incompletes

A grade of incomplete will only be given when course requirements are not completed due to circumstances beyond the control of the student.

Disability or Special Needs Registration:

Students with disabilities or special needs for this course can register with the Student Development Center. Please contact them at 678-839-6428 for more information (123 Row Hall).

Students, please carefully review the following information at this link: https://www.westga.edu/academics/assets/docs/Common_Language_for_Course_Syllabi.pdf. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

ASTR - 3683 - Astronomy Research

2021-2022 Undergraduate New Course Request

Introduction

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

Desired Effective Semester* Spring

Desired Effective Year* 2021

Routing Information

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College - School/ Department* Department of Mathematics, Sciences, and Technology

Is this a School of Nursing 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* ASTR

Course Number* 3683

Course Title* Astronomy Research

Long Course Title

Course Type* Astronomy Physics

Catalog Course Description* Faculty-mentored research in observational astronomy and/or theoretical/computational astrophysics.

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* 4-8

Credit Hrs* 1-2

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

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

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites None

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? 2

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* ASTR 3683 - Astronomy Research is intended as an umbrella course for undergraduate students conducting faculty-mentored research in the area of astronomy or laboratory astrophysics. This will be handled similarly to PHYS 4683 (Physics Research), in which students agree to a research project with a faculty member and submit an independent study form to enroll in the course. Typically, this will be a one CH course, but it is entered as variable credit for maximum flexibility.

The reason for numbering this course as a 3xxx-level rather than 4xxx is that students are often able to start astronomy research projects early in their academic career than physics research, which requires more background.

This course is part of the new Astronomy Concentration in the Physics Program. A significant fraction of students in the physics program have expressed interest in astronomy, and this new program is intended to help recruit new students who would not otherwise consider UWG, in the absence of advanced astrophysics offerings.

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

1. Engage in cutting-edge, publishable research in the areas of astronomy and/or laboratory astrophysics (atomic and molecular physics applied to astronomy).

2. Use state-of-the-art software in a common programming language used in astronomy research (e.g., IDL, Python, Fortran) either to analyze observational data, or to conduct a theoretical or computational astrophysics research project.

3. Interpret astronomical data in the context of the literature in the topic of study.

4. Read and analyze papers in the astrophysical literature

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* 2-5

Will this course have special fees or tuition required?* [ ] Yes [x] 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.

ASTR 3683: Astronomy Research
1 Credit Hour

Instructor

Prof. Nick Sterling
Office: 210 Boyd Hall
Phone: 678-839-5139
Email: nsterlin@westga.edu

Course Description

In this class, you will learn to analyze near-infrared spectroscopic data from the IGRINS instrument on either the 8.1-m Gemini-South Telescope in Chile and/or 2.7-m telescope at McDonald Observatory in Texas. The overarching goal is to study the chemical compositions of planetary nebulae, the ionized gas ejected by dying low-mass star, with a particular focus on neutron-capture elements (atomic number $Z > 30$) such as Se, Br, Kr, Rb, and Te in order to understand how these elements are formed via slow neutron-capture nucleosynthesis in low-mass stars

You will measure the fluxes and uncertainties of all detected emission lines using IDL procedures, and identify each feature. You'll use the Python-based package PyNeb to compute chemical compositions, and will search the literature for optical spectra, which are needed for elemental abundance determinations. Results will be prepared in the LaTeX typesetting software.

It is expected that you will present sufficiently far in your research to present the results of your research at either the Georgia Academy of Science meeting in spring, or the Georgia Regional Astronomy Meeting in the fall. I also encourage you to present your results on campus on Research Day!

Student Learning Goals

In this course, you will:

- Learn to use state-of-the-art software used to analyze astronomical spectra and determine the chemical compositions of astrophysical nebulae
- Learn about the evolution of low-mass stars such as the Sun, and how they produce elements from helium to bismuth through various nuclear processes
- Interpret the chemical composition of the objects you study in the framework of low-mass star evolution and nucleosynthesis

Pre-Requisites

None

Textbook

There is no required textbook for this course. However your instructor will assign readings from the astronomical literature for your research project.

Class Meeting Times

This class does not have a scheduled meeting time, rather the student will notify the instructor of the times during which he or she will regularly work on research each week (three to five hours of work per week is expected). The student will meet with the instructor every week to discuss the project and its progress.

Extra Credit

No extra credit opportunities are available in this course.

Grades

You will be assigned a letter grade for your research project. Since research is often open-ended and unforeseen difficulties can arise, your grade will not be strictly based on whether you complete your project, but rather on whether you make steady progress in light of any difficulties that may arise. Your instructor will notify you should your work drop below the "A" level and specify what must be done to improve your grade.

Withdrawal

October 5: Last day to withdraw with a grade of W

Incompletes

A grade of incomplete will only be given when course requirements are not completed due to circumstances beyond the control of the student.

Disability or Special Needs Registration:

Students with disabilities or special needs for this course can register with the Student Development Center. Please contact them at 678-839-6428 for more information (123 Row Hall).

Students, please carefully review the following information at this link: http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf . It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

ASTR - 4103 - Stellar Astrophysics

2021-2022 Undergraduate New Course Request

Introduction

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

Desired Effective Semester* Spring

Desired Effective Year* 2021

Routing Information

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College - School/ Department* Department of Mathematics, Sciences, and Technology

Is this a School of Nursing 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* ASTR

Course Number* 4103

Course Title* Stellar Astrophysics

Long Course Title

Course Type* Astronomy Physics

Catalog Course Description* An advanced overview of stellar astrophysics, covering stellar spectroscopy, radiative transfer and energy transport, chemical abundance determinations, stellar atmospheres and interiors, and the life cycles of stars from formation to compact remnants.

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 prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites PHYS 3503

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 forms one of the three cornerstone courses of the new Astronomy Concentration in the Physics Program, along with Observational Astronomy (ASTR 3133) and Galaxies and Cosmology (ASTR 4433). This is an upper-level course for students majoring in physics with a concentration in astronomy, providing a mathematically rigorous introduction to important concepts in understanding the physics of stars. Fundamental knowledge of stellar astrophysics is critical for all areas of research in astronomy.

A significant fraction of students in the physics program have interests in astronomy, and this new program is intended to help recruit new students who would not otherwise consider UWG, in the absence of advanced astrophysics offerings.

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

1. Apply concepts in statistical, thermal, and atomic physics to learn how radiation emitted by stars and interstellar gas can be used to infer their physical properties and chemical compositions

2. Use the principles of radiative transfer to understand stellar atmospheres and energy transport mechanisms in stellar interiors

3. Be introduced to the life cycles of stars, including the physics of star formation and of degenerate matter in compact stellar remnants such as white dwarfs

4. Write a researched term paper based on modern astrophysics literature

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* 5-10

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.

ASTR 4103W: Stellar Astrophysics

MWF (times TBD), Boyd 206
3 Credit Hours

Instructor

Prof. Nick Sterling
Office: 210 Boyd Hall
Phone: 678-839-5139
Email: nsterlin@westga.edu
Office Hours: TBD, or by appointment

Course Description

Welcome to Stellar Astrophysics! Stars are the building blocks of galaxies, and produce nearly all of elements heavier than helium in the Universe. In this course, you will learn the physics of stellar spectra, energy transport and the internal structure of stars, and stellar evolution. This course incorporates nearly every other field of physics — you will see topics from mechanics, thermal and statistical physics, nuclear, quantum mechanics, electromagnetism, and modern physics. As such, this course serves as an excellent introduction to other advanced topics in physics (or even as a capstone).

This is a very exciting time in astronomy, with numerous recent discoveries providing insight into age-old questions while uncovering new mysteries. Just two years ago, the Event Horizon Telescope was used to image a black hole in silhouette in the galaxy M87, located 53 million light years from Earth! The GAIA satellite is directly measuring the distances of stars as far as the center of the Milky Way, which will lead to a sea change in our understanding of numerous phenomena in the Universe. And in the last few years, gravitational waves from the collisions of black holes and of neutron stars were discovered, a magnificent engineering and technological feat that provides further support for Einstein's theory of general relativity — and has revealed neutron stars more massive than astronomers imagined was possible! Not to mention advances in other fields of astronomy, including the thousands of exoplanets discovered by the Kepler and TESS satellites, and the glimpses of the early Universe provided by the Hubble and the forthcoming James Webb Space Telescopes.

It isn't possible to cover all of stellar astrophysics in one semester. We will focus on the spectra, atmospheres, interiors, the formation and deaths of stars, and (time permitting) pulsating variable stars. The term paper presents an opportunity for you pursue a topic *not* covered in class that interests you. As an added bonus, the term paper and other writing assignments gives you discipline-specific writing credit.

As with any class, and especially upper-level ones, don't be afraid to ask questions, whether in class, during my office hours, or by email! I will help you to the fullest extent that I can, but if you don't seek help then I can't give it to you … the ball is in your court.

Pre-Requisites

PHYS 3503 (Modern Physics)

Student Learning Goals

In this course, you will:

- Apply concepts in statistical, thermal, and atomic physics to learn how radiation emitted by stars and interstellar gas can be used to infer their physical properties and chemical compositions
- Use the principles of radiative transfer to understand stellar atmospheres and energy transport mechanisms in stellar interiors
- Be introduced to the life cycles of stars, including the physics of star formation and of degenerate matter in compact stellar remnants such as white dwarfs
- Write a researched term paper based on modern astrophysics literature

Textbook

An Introduction to Stellar Astrophysics, by Francis LeBlanc

Optional: An Introduction to Modern Astrophysics, 2nd edition, by Carroll & Ostlie (This is arguably an easier read than the required text, but it lacks the organization and depth, while being much less concise than the main text.)

If you have not taken ASTR 2313 you might consider picking up an old edition of an astronomy textbook for cheap (no older than 2005), such as
The Essential Cosmic Perspective, Bennett et al. or
Astronomy: A Beginner's Guide to the Universe, Chaisson & McMillan

Other Resources

CourseDen

I will post assignments, grades, and (when used) Powerpoint slides on CourseDen. Your course grade to date will be computed after each exam.

Email

As a UWG student, you are required to check your UWG email account on a regular basis. Email announcements should be treated with the same regard as announcements given in class.

Lectures and Participation

Please prepare for lecture by reading the textbook *before class*. This allows you to come in with questions and gives us more time to focus on the difficult concepts. I will announce reading assignments at least one lecture ahead of time.

You are expected to attend every class. I will occasionally give you in-class assignments that count as 5% of your course grade. Excessive unexcused absences will lower your participation grade.

Excused Absences: No make-ups will be given for missed in-class problem solving. However, you can be exempted (it won't count for or against you) from a class's participation assignment if you provide me with **documented** evidence (e.g., a doctor's note) of medical, family, or university-related reasons for your absence.

Homework Assignments

Homework will be assigned every 1-2 weeks. The HW in this class will help you familiarize yourself with the lecture material, but will also include problems that expand on what you learn in lecture. Some assignments will involve writing short essays or papers. I will help you to every extent that I can on the HW, but you will need to be proactive by starting the assignments early and asking questions in my office hours! Please note that HW assignments are not collaborative efforts!

Late policy: No late HW assignments will be accepted, with the following exceptions. You may ask for a one-lecture extension for a HW assignment two times during the semester. Any excused absences (see above) will not count against these two exceptions. The reason for the strict policy is to help ensure that you don't fall behind. We will cover a lot of material this semester, and if you fall behind it will be difficult to catch up.

Term Paper

The term paper is your chance to research and learn about a subject related to stellar astrophysics that interests you. The only caveat is that it should be on a topic that I do not cover extensively in class. To satisfy the discipline-specific writing requirement, you must hand in a first draft of your paper and revise it as recommended. Further information is given on a separate handout (also on CourseDen).

PLEASE take the utmost care to avoid plagiarism! This problem is common for writing assignments, but a serious one. I have a zero-tolerance policy toward academic dishonesty (see Academic Honesty Policy below), and if any portion of the term paper is plagiarized (INCLUDING the outline and first draft!), you will receive no credit for the entire assignment — 12.5% of your course grade — AND it will be reported to the Office of Academic Affairs.

Exams

There will be four in-class exams. A (very) approximate schedule:
- Mid-February (Stellar magnitudes, distribution functions and their application to stellar properties and interstellar gas)
- Early/Mid-March (Radiative transfer and stellar atmospheres)
- Early April (Star formation, stellar interiors)
- Last day of class (Nucleosynthesis, stellar evolution, stellar remnants, periodic variable stars)

There is no final exam.

You may bring an 8.5x11" (one-sided) sheet of paper with equations and formulas, which must be turned in with your exam.

Grades

Your final grade will be calculated as follows:

Participation	5%
Homework	24%
Exams (4×14%)	56%
Term Paper	15%
Total	100%

The grading scale will not be any more difficult than the one shown below. I will likely apply a curve so that it is easier to attain a higher grade.

Letter Grade	Percentage Range
A	90-100
B	80-89
C	70-79
D	60-69
F	<60

Withdrawal

(Date TBD): Last day to withdraw with a grade of W

Academic Honesty Policy

I have a zero-tolerance academic honesty policy. Copied or similar work, plagiarism, or other forms of cheating will be treated as follows:
First offense: No credit on the assignment. Incident reported to the Office of Academic Affairs.
Second offense: F in the course. Reported to the Office of Academic Affairs.

Acceptable aid on HW assignments: you may use the textbook and consult math and physics textbooks if you are stuck on a problem. You should do the HW by yourself - I can't stop you from discussing the assignments with other students, but the work you turn in must be your own. **There is no reason to cheat - just come to my office hours and I'll give you all the help you need!**

The official University policy on academic honesty can be found at http://www.westga.edu/vpaa/index_1965.php

Incompletes

A grade of incomplete will only be given when course requirements are not completed due to circumstances beyond the control of the student.

Disability or Special Needs Registration:

Students with disabilities or special needs for this course can register with the Student Development Center. Please contact them at 678-839-6428 for more information (123 Row Hall).

Students, please carefully review the following information at this link: https://www.westga.edu/academics/assets/docs/Common_Language_for_Course_Syllabi.pdf. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

ASTR - 4433 - Galaxies and Cosmology

2021-2022 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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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* Spring

Desired Effective Year* 2022

Routing Information

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College - School/ Department* Department of Mathematics, Sciences, and Technology

Is this a School of Nursing 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* ASTR

Course Number* 4433

Course Title* Galaxies and Cosmology

Long Course Title

Course Type* Astronomy Physics

Catalog Course Description* An advanced overview of extragalactic astronomy and cosmology (the origin and evolution of the Universe from the Big Bang to the present day). Topics include galaxy properties, dark matter and dark energy, supermassive black holes, galaxy formation and evolution, expansion of the Universe, Big Bang nucleosynthesis, cosmic microwave background and structure formation.

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 prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites	MATH 2654, and PHYS 3503 or PHYS 4513
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 forms one of the three cornerstone courses of the new Astronomy Concentration in the Physics Program, along with Observational Astronomy (ASTR 3133) and Stellar Astrophysics (ASTR 4103). This is an upper-level course for students majoring in physics with a concentration in astronomy, providing a mathematically rigorous introduction to the properties of galaxies and the origin and evolution of the universe. Fundamental knowledge of extragalactic astronomy and cosmology is critical for many areas of research, and this will provide students who plan to enter a graduate astronomy program valuable preparation and breadth of knowledge. A significant fraction of students in the physics program have interests in astronomy, and this new program is intended to help recruit new students who would not otherwise consider UWG, in the absence of advanced astrophysics offerings.

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

1. Understand the physical properties of galaxies (morphology, orbital dynamics, supermassive black holes, and correlations between these characteristics)

2. Investigate the evidence for dark matter, including gravitational lensing, and dark energy

3. Study fundamental cosmological principles through a mathematical framework based on Newtonian cosmology, with general relativistic corrections

4. Be introduced to inhomogeneous Universe models and galaxy formation and evolution

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* 5-10

Will this course have special fees or tuition required?* [ ] Yes [x] 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.

ASTR 4433 — Galaxies and Cosmology

Lecture (Time, Days)
3 Credit Hours

Instructor

Prof. Nick Sterling
Office: 210 Boyd Hall
Phone: 678-839-5139
Email: nsterlin@westga.edu
Office Hours: TBD

Course Description

Welcome to Galaxies and Cosmology! This course will cover various topics in extragalactic astronomy and the origin of the Universe. Amazingly, it was less than 100 years ago that Edwin Hubble published his result (Hubble's Law) that shows the Universe is expanding. And not long before that, even the nature of galaxies was uncertain — in 1920, Harlow Shapley and Heber Curtis engaged in the "Great Debate" regarding whether "spiral nebulae" were part of the Milky Way or separate "island universes." Our knowledge of the Universe beyond our galaxy has grown by leaps and bounds since, with discoveries that most major galaxies contain central supermassive black holes, the theory and observational verification of the Big Bang, and the unfathomable mysteries of dark matter and dark energy.

In the first half of this course, after a brief review of stellar evolution, we'll explore the nature of galaxies, including their physical characteristics, supermassive black holes, evidence for dark matter, the dynamics of galaxy clusters, and gravitational lensing. The second half of the course, on cosmology, will take a more theoretical focus (although observational evidence of this mathematical framework will be discussed as well). Here, we'll investigate the underpinnings of Hubble's Law and the expansion of the Universe, first making the assumption of a homogeneous Universe. Although this *seems* like a simplistic assumption, it's all that's needed to study the cosmological redshift and thermal history of the Universe, Big Bang nucleosynthesis, and inflation. Finally we'll have a look at inhomogeneous Universe models that predict the gravitational collapse of dark matter halos and the formation of galaxies

As with any class, and especially upper-level ones, don't be afraid to ask questions, whether in class, during my office hours, or by email! I will help you to the fullest extent that I can, but if you don't seek help then I can't give it to you … the ball is in your court.

Pre-Requisites

MATH 2654 (Calculus III)
PHYS 3503 (Modern Physics) OR PHYS 4513 (Mathematical Physics)

Student Learning Goals

In this course, you will:

- Learn about the physical properties of galaxies (morphology, orbital dynamics, supermassive black holes, and correlations between these characteristics)
- Investigate the evidence for dark matter, including gravitational lensing, and dark energy
- Study fundamental cosmological principles through a mathematical framework based on Newtonian cosmology, with general relativistic corrections
- Be introduced to inhomogeneous Universe models and galaxy formation and evolution

Textbook

Extragalactic Astronomy and Cosmology (2nd edition), Peter Schneider — this is well-written and covers a vast amount of material. This is far and away the best textbook that covers both extragalactic astronomy and cosmology. We won't be able to cover everything in it, but it's a great book to keep as a reference especially if you plan to attend grad school

Optional: Introduction to Cosmology (2nd edition), Barbara Ryden — one weakness of the Schneider book is that the derivations are pretty terse. Ryden's book is more reader-friendly in this sense, but does not cover galaxies themselves.

Other Resources

CourseDen

I will post assignments, grades, and (when used) Powerpoint slides on CourseDen. Your course grade to date will be computed after each exam.

Email

As a UWG student, you are required to check your UWG email account on a regular basis. Email announcements should be treated with the same regard as announcements given in class.

Lectures and Participation

Please prepare for lecture by reading the textbook *before class*. This allows you to come in with questions and gives us more time to focus on the difficult concepts. I will announce reading assignments at least one lecture ahead of time.

You are expected to attend every class. I will occasionally give you in-class assignments that count as 5% of your course grade. Excessive unexcused absences will lower your participation grade.

Excused Absences: No make-ups will be given for missed in-class problem solving. However, you can be exempted (it won't count for or against you) from a class's participation assignment if you provide me with **documented** evidence (e.g., a doctor's note) of medical, family, or university-related reasons for your absence.

Homework Assignments

Homework will be assigned every 1-2 weeks. The HW in this class will help you familiarize yourself with the lecture material, but will also include problems that expand on what you learn in lecture. I will help you to every extent that I can on the HW, but you will need to be proactive by starting the assignments early and asking questions in my office hours! Please note that HW assignments are not collaborative efforts! Please see the Academic Honesty Policy below.

Late policy: No late HW assignments will be accepted, with the following exceptions. You may ask for a one-lecture extension for a HW assignment two times during the semester. Any excused absences (see above) will not count against these two exceptions. The reason for the strict policy is to help ensure that you don't fall behind. We will cover a lot of material this semester, and if you fall behind it will be difficult to catch up.

Exams

There will be three midterm exams, plus the non-cumulative final exam. A (very) approximate schedule:

- Mid-February (properties of galaxies and observational correlations, stellar orbits, density wave theory, supermassive black holes)
- Early/Mid-March (active galactic nuclei, galaxy clusters and dynamics, gravitational lensing, galaxy evolution)
- Early April (Newtonian cosmology, Friedmann-Lemaĩtre equations, cosmological distances, cosmic microwave background, inflation)
- Final exam (gravitational instabilities, cold and hot dark matter, density fluctuations, galaxy formation and evolution)

You may bring an 8.5x11" (one-sided) sheet of paper with equations and formulas, which must be turned in with your exam.

Grades

Your final grade will be calculated as follows:

Participation	5%
Homework	35%
Exams (4×15%)	60%
Total	100%

The grading scale will not be any more difficult than the one shown below. I may apply a curve so that it is easier to attain a higher grade.

Letter Grade	Percentage Range
A	90-100
B	80-89
C	70-79
D	60-69
F	<60

Withdrawal

(Date TBD): Last day to withdraw with a grade of W

Academic Honesty Policy

I have a zero-tolerance academic honesty policy. Copied or similar work, plagiarism, or other forms of cheating will be treated as follows:
First offense: No credit on the assignment. Incident reported to the Office of Academic Affairs.
Second offense: F in the course. Reported to the Office of Academic Affairs.

Acceptable aid on HW assignments: you may use the textbook and consult math and physics textbooks if you are stuck on a problem. You should do the HW by yourself - I can't stop you from discussing the assignments with other students, but the work you turn in must be your own. **There is no reason to cheat - just come to my office hours and I'll give you all the help you need!**

The official University policy on academic honesty can be found at http://www.westga.edu/vpaa/index_1965.php

Incompletes

A grade of incomplete will only be given when course requirements are not completed due to circumstances beyond the control of the student.

Disability or Special Needs Registration:

Students with disabilities or special needs for this course can register with the Student Development Center. Please contact them at 678-839-6428 for more information (123 Row Hall).

Students, please carefully review the following information at this link: https://www.westga.edu/academics/assets/docs/Common_Language_for_Course_Syllabi.pdf. It contains important

material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

ASTR - 4984 - Introduction to Astrophysical Literature

2021-2022 Undergraduate New Course Request

Introduction

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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.

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

Desired Effective Semester* Fall

Desired Effective Year* 2021

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

College - School/ Department* Department of Mathematics, Sciences, and Technology

Is this a School of Nursing 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* ASTR

Course Number* 4984

Course Title* Introduction to Astrophysical Literature

Long Course Title

Course Type* Astronomy, Physics

Catalog Course Description* Capstone course for physics majors with a concentration in astronomy. Students will study and research recent papers from the astrophysical literature, and present them as journal club-style talks. Cross-listed with PHYS 4984 - Physics Seminar.

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* 1

Lab Hrs* 0

Credit Hrs* 1

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 prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites Two or more of the following: ASTR 3133, ASTR 4103, ASTR 4433

Prerequisites Two or more of the following: ASTR 3135, ASTR 4103, ASTR 4433

Concurrent Prerequisites

Corequisites

Cross-listing PHYS 4984

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 is part of the new Astronomy Concentration in the Physics Program, and provides student training and experience in reading and analyze technical papers in the astronomy and astrophysics literature, as well as communication skills through journal club style presentations. It is a capstone course for the Astronomy Concentration, requiring at least two of the 3-credit hour courses as pre-requisites. It is cross-listed with PHYS 4984 (Physics Seminar), a capstone for physics majors.

A significant fraction of students in the physics program have interests in astronomy, and this new program is intended to help recruit new students who would not otherwise consider UWG, in the absence of advanced astrophysics offerings.

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

1. Read and analyze the components of a peer-reviewed paper

2. Research topics utilizing the NASA Astrophysics Data System, and library resources

3. Study recent papers in stellar, interstellar, and extragalactic astronomy

4. Build a stronger foundation for effectively communicating scientific ideas through presentations and writing

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* 2-5

Will this course have special fees or tuition required?* [ ] Yes [x] 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.

ASTR 4984W: Introduction to Astrophysical Literature

Lecture (Time, Day)
1 Credit Hour

Instructor

Prof. Nick Sterling
Office: 210 Boyd Hall
Phone: 678-839-5139
Email: nsterlin@westga.edu
Office Hours: TBD

Course Description

Welcome to Introduction to Astrophysical Literature! In this course, you will hone your skills in reading scientific literature and effectively communicating astrophysics through scientific talks. Not only are these valuable skills in your study of astronomy — after all, communication is how scientific ideas are disseminated! — but also life skills that will aid you in your future career. The old adage is that to teach a topic, you have to understand it more deeply than when you first learned it. And that is exactly the goal of this course!

Pre-Requisites

Two or more of the following courses:
ASTR 3133 (Observational Astronomy)
ASTR 4103 (Stellar Astrophysics)
ASTR 4433 (Galaxies and Cosmology)

Student Learning Goals

In this course, you will:

- Read and analyze the components of a peer-reviewed paper
- Research topics utilizing the NASA Astrophysics Data System, and library resources
- Study recent papers in stellar, interstellar, and extragalactic astronomy
- Build a stronger foundation for effectively communicating scientific ideas through presentations and writing

Textbook

There is no textbook for this course

Other Resources

CourseDen

I will post assignments and grades on CourseDen

Email

As a UWG student, you are required to check your UWG email account on a regular basis. Email announcements should be treated with the same regard as announcements given in class.

Course Work

Over the semester, you will research three recently-published peer reviewed papers:
1.) One on stars or interstellar matter (due mid-September)
2.) One on galaxies, galaxy clusters, or intergalactic matter (due mid-October)
3.) One on a topic of your choice, ideally related to your research (due late November)

Working with the course instructor, you will evaluate the methodology, data analysis, and overall strength of the paper. You'll need to "follow the paper trail" and read other papers for the necessary background to more fully understand the background and contextualize the results of the paper. The week before your presentation, you'll submit a summary of the paper and your research, including your evaluation of the methodology and results. Ultimately you will condense this information into an effective ~20 minute presentation suitable for educated non-experts.

The timescale of each talk is as follows:

- Week 1: selection of paper/topic
- Week 2: meet with instructor to discuss paper and further literature research
- Week 3: meet with instructor to discuss research of topic, provide outline of talk
- Week 4: practice talk, submit written summary of the paper's methodology, data analysis, and results
- Week 5: present talk to faculty and students

Presentations

For each topic, you will give a ~20 minute presentation during the class meeting time. This will be given to members of the physics department (including students), and the audience will have an opportunity to ask questions at the end of the talk. The talks will be evaluated on organization, poise, knowledge of subject matter, ability to handle questions, and use of visual aids. A rubric for assessing the talks will be posted on CourseDen, and will be filled out by faculty members attending the talk.

Grades

Your final grade will be calculated as follows:

Preparation	10%
Written summaries and evaluation	15%
Presentations (3x25%)	75%
Total	100%

and will be assigned to the scale below.

Letter Grade	Percentage Range
A	90-100
B	80-89
C	70-79
D	60-69
F	<60

Withdrawal

(Date TBD): Last day to withdraw with a grade of W

Academic Honesty Policy

I have a zero-tolerance academic honesty policy. Copied or similar work, plagiarism, or other forms of cheating will be treated as follows:
First offense: No credit on the assignment. Incident reported to the Office of Academic Affairs.
Second offense: F in the course. Reported to the Office of Academic Affairs.

Acceptable aid on HW assignments: you may use the textbook and consult math and physics textbooks if you are stuck on a problem. You should do the HW by yourself - I can't stop you from discussing the assignments with other students, but the work you turn in must be your own. **There is no reason to cheat - just come to my office hours and I'll give you all the help you need!**

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Incompletes

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Disability or Special Needs Registration:

Students with disabilities or special needs for this course can register with the Student Development Center. Please contact them at 678-839-6428 for more information (123 Row Hall).

Students, please carefully review the following information at this link: https://www.westga.edu/academics/assets/docs/Common_Language_for_Course_Syllabi.pdf. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

NUTR - 4300 - Cultural Aspects of Food and Nutrition

2021-2022 Undergraduate New Course Request

Introduction

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Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* Fall

Desired Effective Year* 2021

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

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

Is this a School of Nursing 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* NUTR

Course Number* 4300

Course Title* Cultural Aspects of Food and Nutrition

Long Course Title Cultural Aspects of Food and Nutrition

Course Type* Health and Community Wellness

Catalog Course Description* This course evaluates food and nutrition from an anthropological perspective. The course features historic and geographic roots of dietary patterns. Students examine the evolution of the human diet and explore the bio-cultural influences that shape our modern day diet. Students investigate the role culture, ethnicity, gender, economics, and religion have on food choices and eating behaviors. Students examine the nutritional benefits of ethnic foods, geographic food patterns, and nutrition-related health risks faced by various cultural groups.

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

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites	CMWL 3210
Concurrent Prerequisites	
Corequisites	
Cross-listing	
Restrictions	Admission to Nutrition Promotion and Education Minor (NUTR)
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 was previously offered as a special topics course: CMWL 4685-Cultural Aspect of Food and Nutrition. This course will support the Nutrition Promotion and Education minor and increase student success.

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

The student will:

1. Identify nutrition-related health benefits and risks faced by various cultural groups;
2. Describe the evolutionary and biological basis of human nutrition and eating patterns;
3. Explain the development of food patterns from hunter gathering and agricultural development through the globalization of foods;
4. Examine the significance of food in cultural expression;
5. Develop awareness of the diversity in which individuals and societies interact with and experience food; and
6. Examine culturally competent strategies towards successful prevention and intervention of nutrition risks.

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* 30

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

If yes, what will the fee be?* n/a

Fee Justification None

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 | College of Education

NUTR 4300: Cultural Aspect of Food and Nutrition

Instructor Information

Instructor: Whitney Cutler
Class Meeting Time & Location: online
Office Location: N/A
Telephone (direct): N/A
Telephone (department): (678) 839-6530
Online Hours: N/A
Westga email: wcutler@westga.edu

Support for Courses

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

CourseDen D2L Home Page

D2L UWG Online Help (8 AM – 5 PM)
Call: 678-839-6248 or 1- 855-933-8946 or

email: **online@westga.edu**

24/7/365 D2L Help Center
Call 1-855-772-0423

University Bookstore

Student Services

Center for Academic Success

678-839-6280

Distance Learning Library Services

Ingram Library Services

Accessibility Services
Call:678-839-6428 or email:

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 *(National Wellness Institute)* are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

This course evaluates food and nutrition from an anthropological perspective. The course features historic and geographic roots of dietary patterns. Students examine the evolution of the human diet and explore the bio-cultural influences that shape our modern day diet. Students investigate the role culture, ethnicity, gender, economics, and religion have on food choices and eating behaviors. Students examine the nutritional benefits of ethnic foods, geographic food patterns, and nutrition-related health risks faced by various cultural groups.

Credit Hours: 3.0
Prerequisites: CMWL 3210; Admission to Nutrition Promotion and Education Minor (NUTR)
Co-requisites: none

Texts, Readings, and Instructional Resources

Required Text(s): none

Required reading will be posted to CourseDen.

Approaches to Instruction

Instruction in this course will be delivered online through voice recorded PowerPoints. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen and email for information and communication.

Course Objectives and Learning Outcomes

The student will:

1. Identify nutrition-related health benefits and risks faced by various cultural groups.
2. Describe the evolutionary and biological basis of human nutrition and eating patterns.
3. Explain the development of food patterns from hunter gathering and agricultural development through the globalization of foods.
4. Examine the significance of food in cultural expression.
5. Develop awareness of the diversity in which individuals and societies interact with and experience food.
6. Examine culturally competent strategies towards successful prevention and intervention of nutrition risks.

Assignments

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

Discussion Questions:

Discussion topics or questions will be posted weekly. Discussion questions may be taken from articles, videos or the PowerPoint lecture. Students will post an original comment with your reaction or answer to the question. These will be graded according to the thoughtfulness and engagement of the post as well as spelling and grammar. – *10 points per discussion question*

Final project:

Develop a health and nutrition promotion project for a cultural group living in the United States. You are to learn as much as you can about the cultural norms and patterns and how these norms and patterns influence health practices. Due at the end of the term. Project guidelines will be posted to CourseDen – *50 points*

Midterm Exam:

Online exam over the first half the course. – *50 points*

Final Exam:

Online exam over the second half the course. – *50 points*

Grading Information and Policy

Students will be graded using the following scale:
A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Extra Credit:

Eligibility for extra credit work will be available on a case by case basis.

Late Work:

Late work will not be accepted. Discussion questions will be open for 1 week and will not be reopened for late work.

Professional Conduct:

Students will be expected to conduct themselves in a professional manner through all email communication and through online interactions with other students.

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

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

I will make every attempt to grade assignments and exams within 7-10 days of completion. I will also attempt to respond to all email communication with 24 hours during the weekday.

Class Schedule Information

****Schedule is subject to change. Updates will be posted on CourseDen.**

Week	Begin Date	End Date	Topic	Reading/Assignment/Notes
1	*8/14*	*8/16*		8/14-20 Open Drop Add

Week	Begin Date	End Date	Topic	Reading/Assignment/Notes
2	*8/19*	*8/23*	Introduction to Course	8/20: Open Drop Add Period Ends at 11:59pm
3	*8/26*	*8/30*	Food and Culture Intro	Accent on Taste Article
4	*9/3*	*9/13*	Intercultural Communication and Health Beliefs	TBA
5	*9/16*	*9/20*	Native Americans	TBA
6	*9/23*	*9/27*	Mexican and Central Americans	TBA
7	*9/30*	*10/4*	Europeans	TBA
8	*10/7*	*10/11*	Caribbean Islanders and South Americans	TBA
9	*10/14*	*10/18*	Midterm Exam	TBA

Week	Begin Date	End Date	Topic	Reading/Assignment/Notes
10	*10/21*	*10/25*	Africa	TBA
11	*10/29*	*11/1*	Asia	TBA
12	*11/4*	*11/8*	Balkans and Middle East	TBA
13	*11/11*	*11/15*	Regional Americans	TBA
14	*11/18*	*11/22*	Food and Religion	TBA
15	*11/25*	*11/29*	**Thanksgiving Week**	
16	*12/2*	*12/6*	Food Habits and Socio-Economic Status	12/2 Final Project Due
17	*12/9*	*12/13*	Wrap up Final Exam Final Project Due	

****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 though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer "Back on Track," a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

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

Student Services

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

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.yrqefffvts1f

SJUS - 3000 - Introduction to Social Justice

2021-2022 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.

Desired Effective Semester* Fall

Desired Effective Year* 2021

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

College - School/ Department* Department of Civic Engagement and Public Service

Is this a School of Nursing 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* SJUS

Course Number* 3000

Course Title* Introduction to Social Justice

Long Course Title

Course Type* Social Justice

Catalog Course Description* This course will introduce the student to the concept of social justice and social change. Examines various social justice theories such as restorative and distributive justice, postmodernism, feminism, and others. Theorists include Rawls, Mills, Kant, and others. A review of institutional systems and how social change occurs within the institutional framework.

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 prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites	SOCI 1101 OR POLS 1101 OR CRIM 1100
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*	UWG is a partner in the eMajor BS in Organizational Leadership collaborative degree program. The eMajor collaborative has developed a concentration in social justice to add to this program. This is one of the courses in the new concentration and we need to add it to our catalog so that UWG students can take advantage of this new concentration. Please see the link below for details on the program. https://emajor.usg.edu/degrees/organizational-leadership/ Please note that this is a new course prefix, SJUS, for a new course type, Social Justice.

Student Learning Outcomes - Please provide these in a numbered list format. *	1. Define social justice. 2. Summarize various social justice theories. 3. Distinguish institutional systems that have been influenced by social justice and change. 4. Interpret a current event using a social justice framework.

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*	30
Will this course have special fees or tuition required?*	[ ] Yes [x] 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.

SJUS 3000 Introduction to Social Justice

Instructor Name
Institution
Institution address
Phone Number:
E-mail address:

Office hours:
Put office hours here

During office hours, you can find me in GoVIEW Email. You can also reach me during office hours at the above phone number.

NOTICE: Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

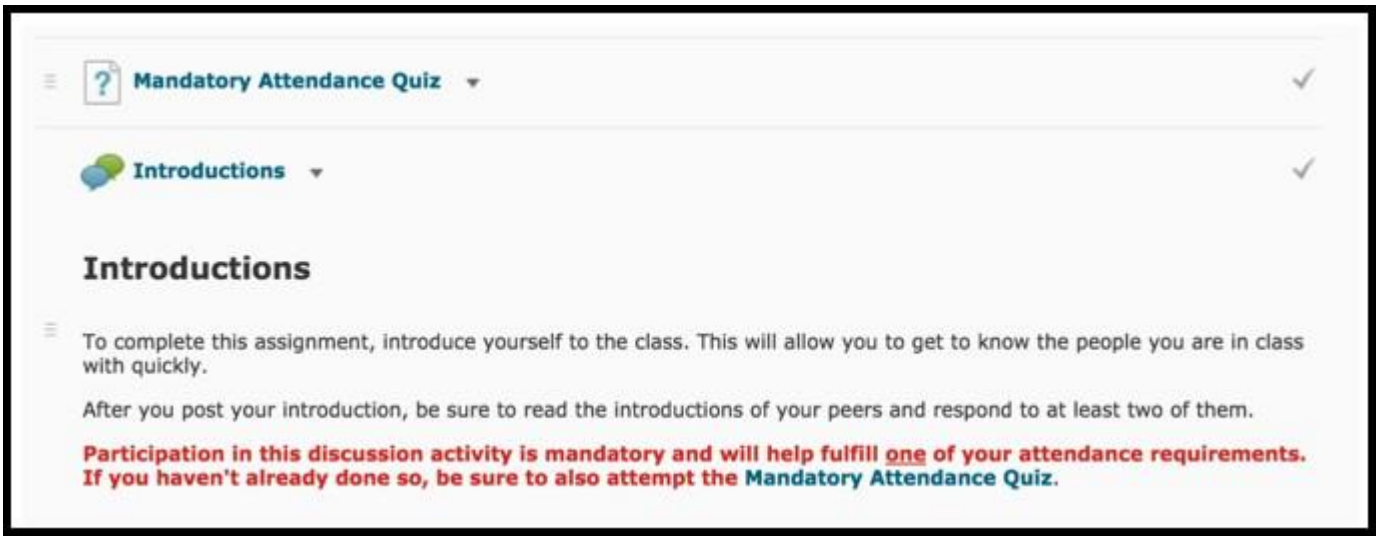
Response Time: Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and within 48 hours during the weekend.

Attendance Verification & Semester Dates

IMPORTANT - In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity by **Friday,**

(**insert the date) at noon**. BOTH of these activities are required and can be found within the START HERE module.

Please note: failure to complete these activities may result in you being removed from the course.



Course Description

This course will introduce the student to the concept of social justice and social change. Examines various social justice theories such as restorative and distributive justice, postmodernism, feminism, and others. Theorists include Rawls, Mills, Kant, and others. A review of institutional systems and how social change occurs within the institutional framework.

Course Objectives

Upon completion of this course, students will:

1. Define social justice.
2. Summarize various social justice theories.
3. Distinguish institutional systems that have been influenced by social justice and change.
4. Interpret a current event using a social justice framework.

Prerequisites

SOCI 1101 OR POLS 1101 OR CRIM 1100

Course Credit Compliance

This course will be delivered entirely online and requires the online equivalent of 2250 minutes of instruction (instruction time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course (times are approximate):

Instruction Time	
Participation & Discussion Postings	700 minutes
Virtual meetings/chat or audio & video	300 minutes
Course Content Facilitation	700 minutes
Course Assignments	550 minutes

It is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

Course Texts

Students are required to have access to either Microsoft Office 2013, Microsoft Office 2016, Office 365, or Microsoft 365.

eMajor has explored cost-reducing options for students and currently utilizes a range of open educational resources for this course. Open educational resources applies to information and technology that is licensed but freely available for educational purposes. NOTE: These materials are collected from multiple higher education resources, including sources that are printed in British-English. The spelling of words and grammar may differ to American-English. Although

extremely rare, some material may have minor typos. We strongly encourage you to report these mistakes using the Student Change Request form in the Course Resources module.

You will not be required to purchase a textbook at this time. The required readings and course material can be found in each module. This course will use the following open educational resources in addition to external web links and embedded video content.

Unit Breakdown

The following units are covered in this course:

- Unit 1 – Social Justice overview
- Unit 2 – Social Justice theories
- Unit 3 – Institutional systems, social justice, and change
- Unit 4 – Viewing current events through a social justice framework

Attendance, Participation, and Time Commitment

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. Be sure to read and observe the following procedures:

- You are a guest in the instructor's classroom, so be sure to observe the class rules.
- Practice manners and civility, and be polite and respectful of your instructor and classmates in all your communication.
- Respect your instructor, and be on time in your work submissions.
- Keep your instructor informed of your status.
- Address your instructor as Professor or Doctor.
- Use correct grammar and punctuation in all your communication ('Dear Professor xxx' not 'Hey').
- Accept your instructor's feedback and learn from it.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. The student who repeatedly turns in late work will be subject to penalties.

Time Commitment

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted.
Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for the course will depend on many factors, which will vary with each individual. Students can expect to spend anywhere from 8 - 15 hours per week on this course. Consult the course Calendar and your instructor to be sure you are on schedule, keeping up with the material and taking quizzes on time.

As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Read and study online materials and work all assigned problems for each lesson.
- Complete all course work and assignments in the time allowed.

Conduct

You are expected to refrain from profanity, crudeness, and slurs of any kind. In other words, you are expected to behave and treat your fellow students and instructor fairly, just as you would in the traditional classroom.

Just as you would listen to others speak in the classroom, you are expected to read and respond politely and thoughtfully to others in the online course. You are expected to refrain from crude or unbecoming comments and be supportive of the class. Proper conduct applies to all forms of communication in the course.

Late Policy

Late Assignments: Late assignments will be penalized 10% and 10% more for each day after the due date. Assignments will not be accepted 3 days after the due date.

Late Discussions: Late discussions will be penalized 10%.

Grading and Standards

Grade Breakdown

GRADED ACTIVITY	WEIGHT

Assignments	50%
Discussions & Participation	50%

Grade Scale

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: 0-59%

Grade Turnaround: All assignments and assessments will be graded within one week's time. The instructor will provide comments along with the grade as necessary for feedback.

Expectations and Standards

A – To achieve this grade you must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work.
He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B – To achieve this grade you need to display above-average performance in your course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. As a "B" student you will also go beyond minimum requirements in terms of preparation and presentation of assigned work. You will demonstrate above-average communication skills and ability to contextualize material.

C – For this grade, you must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. You will demonstrate adequate communication skills and the ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" indicates that your performance is below the average in terms of preparation and presentation of

assigned work. You may not be demonstrating adequate communication skills or the ability to contextualize materials.

F – If you receive an F, you have failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate the ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

UWG Common Language for Course Syllabi

University of West Georgia, Common Language for Course Syllabi:
https://www.westga.edu/UWGSyllabusPolicies/

Frequently Asked Questions and Helpful Links

I need:	LINK
ADA Accommodations	https://emajor.usg.edu/current-students/student-guide/academic-services#st
Technical Support	https://emajor.usg.edu/current-students/student-guide/computer-support
To Report a Course Error	https://docs.google.com/forms/d/e/1FAIpQLSdzKI9SXFh7oDcAjtA8Wj8Mk9z1D
To Make a Student Complaint	https://emajor.usg.edu/current-students/student-guide/policies-and-procedur policy
To Make a Grade Appeal	https://emajor.usg.edu/current-students/student-guide/policies-and-procedur h
To Withdraw from a Course	ttps://emajor.usg.edu/current-students/student-guide/academic-services#dr course
To Understand the eCampus Academic Honesty Policy	https://emajor.usg.edu/current-students/student-guide/policies-and-procedur
To Know the Campus Carry/HB 280 Policy	https://www.usg.edu/hb280/additional_information

SJUS - 3050 - Politics of Social Justice

2021-2022 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.

Desired Effective Semester* Fall

Desired Effective Year* 2021

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

College - School/ Department* Department of Civic Engagement and Public Service

Is this a School of Nursing 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* SJUS

Course Number* 3050

Course Title* Politics of Social Justice

Long Course Title

Course Type* Social Justice

Catalog Course Description* This course examines selected contemporary issues of social justice at the national, state, and local level of politics in the United States. This course analyzes various social justice issues through an economic, demographic, institutional, and political lens. Course topics include a critical analysis of governance, criminal law, economic development, immigration, poverty and race, drugs, and social equity.

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 prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites	SOCI 1101 OR POLS 1101 OR CRIM 1100
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*	UWG is a partner in the eMajor BS in Organizational Leadership collaborative degree program. The eMajor collaborative has developed a concentration in social justice to add to this program. This is one of the courses in the new concentration and we need to add it to our catalog so that UWG students can take advantage of this new concentration. Please see the link below for details on the program. https://emajor.usg.edu/degrees/organizational-leadership/ Please note that this is a new course prefix, SJUS, for a new course type, Social Justice.

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

1. Explain the role of politics in social justice issues
2. Evaluate how political policy and laws impact different racial, ethnic, religious, socioeconomic, and gender groups.
3. Summarize the various views of immigration and immigration policy in the U.S.
4. Dissect the concept of systemic racism and its influence on politics and political policies.

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* 30

Will this course have special fees or tuition required?* [ ] Yes [x] 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.

SJUS 3050 Politics of Social Justice

Instructor Name
Institution
Institution address
Phone Number:
E-mail address:

Office hours:
Put office hours here

During office hours, you can find me in GoVIEW Email. You can also reach me during office hours at the above phone number.

NOTICE: Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

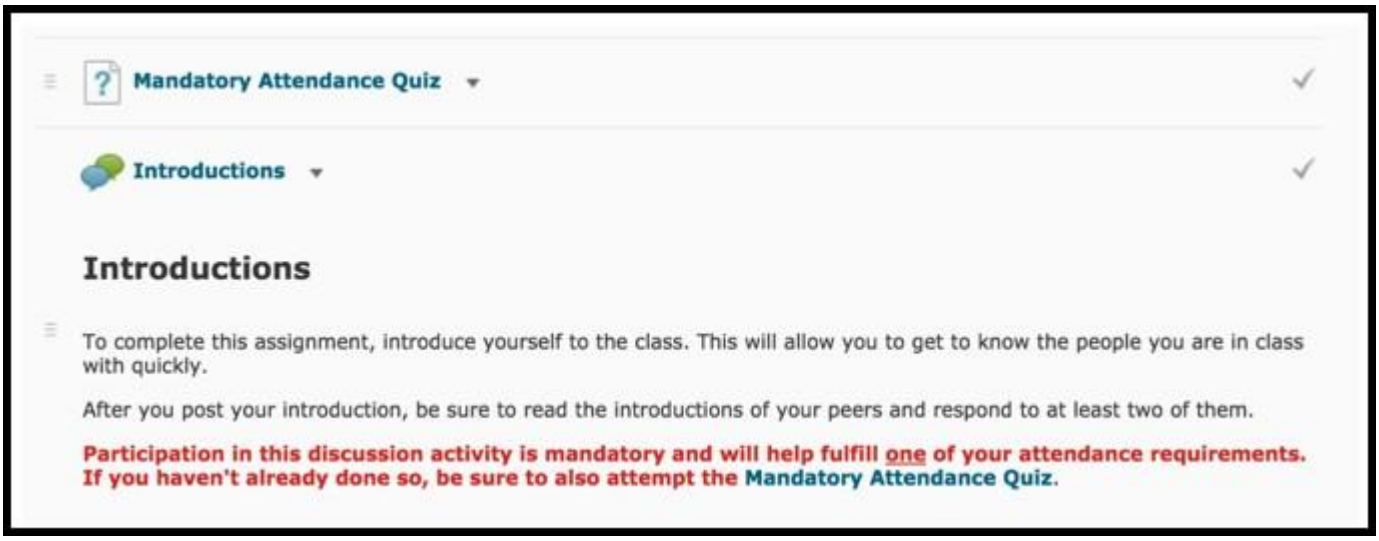
Response Time: Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and within 48 hours during the weekend.

Attendance Verification & Semester Dates

IMPORTANT - In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity by **Friday,**

(**insert the date) at noon**. BOTH of these activities are required and can be found within the START HERE module.

Please note: failure to complete these activities may result in you being removed from the course.



Course Description

This course examines selected contemporary issues of social justice at the national, state, and local level of politics in the United States. This course analyzes various social justice issues through an economic, demographic, institutional, and political lens. Course topics include a critical analysis of governance, criminal law, economic development, immigration, poverty and race, drugs, and social equity.

Course Objectives

Upon completion of this course, students will:

1. Explain the role of politics in social justice issues
2. Evaluate how political policy and laws impact different racial, ethnic, religious, socioeconomic, and gender groups.
3. Summarize the various views of immigration and immigration policy in the U.S.
4. Dissect the concept of systemic racism and its influence on politics and political policies.

Prerequisites

SOCI 1101 OR POLS 1101 OR CRIM 1100

Course Credit Compliance

This course will be delivered entirely online and requires the online equivalent of 2250 minutes of instruction (instruction time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course (times are approximate):

Instruction Time	
Participation & Discussion Postings	700 minutes
Virtual meetings/chat or audio & video	300 minutes
Course Content Facilitation	700 minutes
Course Assignments	550 minutes

It is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

Course Texts

Students are required to have access to either Microsoft Office 2013, Microsoft Office 2016, Office 365, or Microsoft 365.

eMajor has explored cost-reducing options for students and currently utilizes a range of open educational resources for this course. Open educational resources applies to information and technology that is licensed but freely available for educational purposes. NOTE: These materials are collected from multiple higher education resources, including sources that are printed in British-English. The spelling of words and grammar may differ to American-English. Although

extremely rare, some material may have minor typos. We strongly encourage you to report these mistakes using the Student Change Request form in the Course Resources module.

You will not be required to purchase a textbook at this time. The required readings and course material can be found in each module. This course will use the following open educational resources in addition to external web links and embedded video content.

Unit Breakdown

The following units are covered in this course:

- Unit 1 – Federalism, Politics, and Social Justice
- Unit 2 – Criminal Law
- Unit 3 – Economic Development
- Unit 4 – Immigration
- Unit 5– Poverty & race
- Unit 6 – Drugs
- Unit 7 – Social Equity
- Unit 8 – Social Justice Analysis

Attendance, Participation, and Time Commitment

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. Be sure to read and observe the following procedures:

- You are a guest in the instructor's classroom, so be sure to observe the class rules.
- Practice manners and civility and be polite and respectful of your instructor and classmates in all your communication.
- Respect your instructor and be on time in your work submissions.
- Keep your instructor informed of your status.
- Address your instructor as Professor or Doctor.
- Use correct grammar and punctuation in all your communication ('Dear Professor xxx' not 'Hey').
- Accept your instructor's feedback and learn from it.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. The student who repeatedly turns in late work will be subject to penalties.

Time Commitment

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted.
Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for the course will depend on many factors, which will vary with each individual. Students can expect to spend anywhere from 8 - 15 hours per week on this course. Consult the course Calendar and your instructor to be sure you are on schedule, keeping up with the material and taking quizzes on time.

As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Read and study online materials and work all assigned problems for each lesson.
- Complete all course work and assignments in the time allowed.

Conduct

You are expected to refrain from profanity, crudeness, and slurs of any kind. In other words, you are expected to behave and treat your fellow students and instructor fairly, just as you would in the traditional classroom.

Just as you would listen to others speak in the classroom, you are expected to read and respond politely and thoughtfully to others in the online course. You are expected to refrain from crude or unbecoming comments and be supportive of the class. Proper conduct applies to all forms of communication in the course.

Late Policy

Late Assignments: Late assignments will be penalized 10% and 10% more for each day after the due date. Assignments will not be accepted 3 days after the due date.

Late Discussions: Late discussions will be penalized 10%.

Grading and Standards

Grade Breakdown

GRADED ACTIVITY	WEIGHT

Assignments	50%
Discussions & Participation	50%

Grade Scale

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: 0-59%

Grade Turnaround: All assignments and assessments will be graded within one week's time. The instructor will provide comments along with the grade as necessary for feedback.

Expectations and Standards

A – To achieve this grade you must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work.
He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B – To achieve this grade you need to display above-average performance in your course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. As a "B" student you will also go beyond minimum requirements in terms of preparation and presentation of assigned work. You will demonstrate above-average communication skills and ability to contextualize material.

C – For this grade, you must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. You will demonstrate adequate communication skills and the ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" indicates that your performance is below the average in terms of preparation and presentation of

assigned work. You may not be demonstrating adequate communication skills or the ability to contextualize materials.

F – If you receive an F, you have failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate the ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

UWG Common Language for Course Syllabi

University of West Georgia, Common Language for Course Syllabi:
https://www.westga.edu/UWGSyllabusPolicies/

Frequently Asked Questions and Helpful Links

I need:	LINK
ADA Accommodations	https://emajor.usg.edu/current-students/student-guide/academic-services#st
Technical Support	https://emajor.usg.edu/current-students/student-guide/computer-support
To Report a Course Error	https://docs.google.com/forms/d/e/1FAIpQLSdzKI9SXFh7oDcAjtA8Wj8Mk9z1D
To Make a Student Complaint	https://emajor.usg.edu/current-students/student-guide/policies-and-procedur policy
To Make a Grade Appeal	https://emajor.usg.edu/current-students/student-guide/policies-and-procedur h
To Withdraw from a Course	ttps://emajor.usg.edu/current-students/student-guide/academic-services#dr course
To Understand the eCampus Academic Honesty Policy	https://emajor.usg.edu/current-students/student-guide/policies-and-procedur
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SJUS - 4000 - Social Justice Culture

2021-2022 Undergraduate New Course Request

Introduction

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

Desired Effective Semester* Fall

Desired Effective Year* 2021

Routing Information

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

College - School/ Department* Department of Civic Engagement and Public Service

Is this a School of Nursing 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* SJUS

Course Number* 4000

Course Title* Social Justice Culture

Long Course Title

Course Type* Social Justice

Catalog Course Description* This course examines the relationship between music, art, movies & television, and social justice in the United States. These mediums bring people together, challenge the status quo, and shine a light on what is happening in various communities. This course will explore a range of music, art, movies, and television that reflect and influence social justice issues.

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 prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites SJUS 3000

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* UWG is a partner in the eMajor BS in Organizational Leadership collaborative degree program. The eMajor collaborative has developed a concentration in social justice to add to this program. This is one of the courses in the new concentration and we need to add it to our catalog so that UWG students can take advantage of this new concentration. Please see the link below for details on the program.
https://emajor.usg.edu/degrees/organizational-leadership/
Please note that this is a new course prefix, SJUS, for a new course type, Social Justice.

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

1. Explain the role of music, art, movies, and television as a motivating force in social justice issues

2. Analyze social justice themes in song lyrics, art, movies, and television.

3. Evaluate the role and effectiveness of music, art, movies, and television as a tool of political protest

4. Identify connections between artistic expression and the broader social and political context in which that expression occurs.

5. Interpret information presented visually, quantitatively, and orally in diverse media and formats.

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* 30

Will this course have special fees or tuition required?* [ ] Yes [x] 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.

SJUS 4000 Social Justice Culture

Instructor Name
Institution
Institution address
Phone Number:
E-mail address:

Office hours:
Put office hours here

During office hours, you can find me in GoVIEW Email. You can also reach me during office hours at the above phone number.

NOTICE: Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

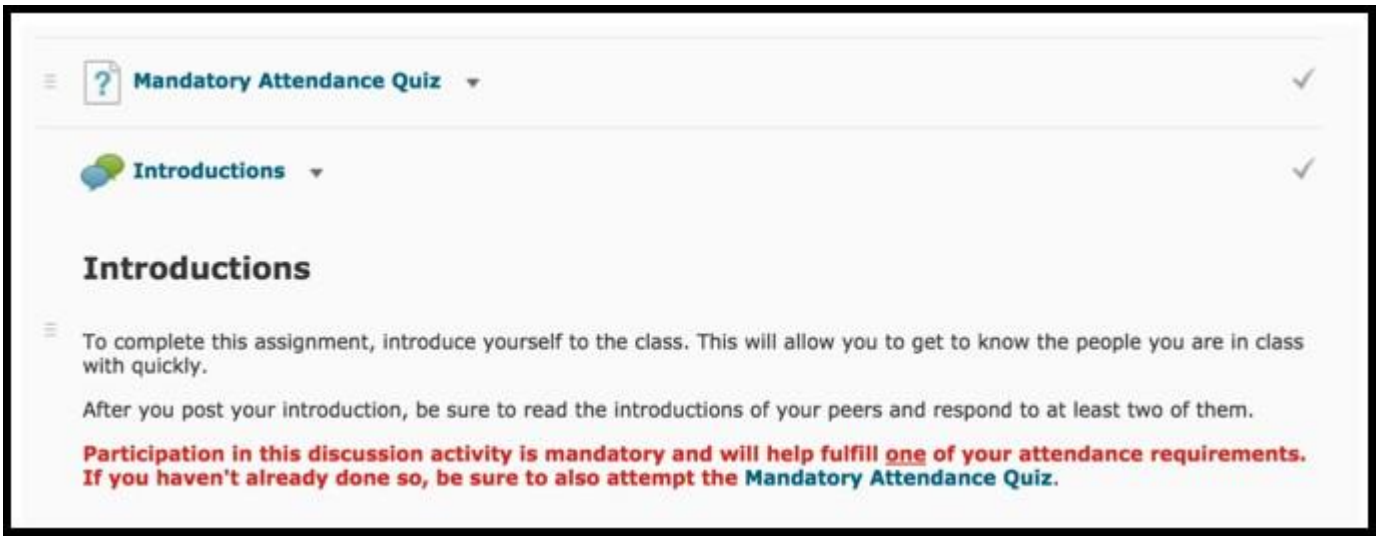
Response Time: Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and within 48 hours during the weekend.

Attendance Verification & Semester Dates

IMPORTANT - In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity by **Friday,**

(**insert the date) at noon**. BOTH of these activities are required and can be found within the START HERE module.

Please note: failure to complete these activities may result in you being removed from the course.



Course Description

This course examines the relationship between music, art, movies & television, and social justice in the United States. These mediums bring people together, challenge the status quo, and shine a light on what is happening in various communities. This course will explore a range of music, art, movies, and television that reflect and influence social justice issues.

Course Objectives

Upon completion of this course, students will:

1. Explain the role of music, art, movies, and television as a motivating force in social justice issues
2. Analyze social justice themes in song lyrics, art, movies, and television.
3. Evaluate the role and effectiveness of music, art, movies, and television as a tool of political protest
4. Identify connections between artistic expression and the broader social and political context in which that expression occurs.
5. Interpret information presented visually, quantitatively, and orally in diverse media and formats.

Prerequisites

SJUS 3000

Course Credit Compliance

This course will be delivered entirely online and requires the online equivalent of 2250 minutes of instruction (instruction time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course (times are approximate):

Instruction Time	
Participation & Discussion Postings	700 minutes
Virtual meetings/chat or audio & video	300 minutes
Course Content Facilitation	700 minutes
Course Assignments	550 minutes

It is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

Course Texts

Students are required to have access to either Microsoft Office 2013, Microsoft Office 2016, Office 365, or Microsoft 365.

eMajor has explored cost-reducing options for students and currently utilizes a range of open educational resources for this course. Open educational resources applies to information and technology that is licensed but freely available for educational purposes. NOTE: These materials are collected from multiple higher education resources, including sources that are printed in British-English. The spelling of words and grammar may differ to American-English. Although

extremely rare, some material may have minor typos. We strongly encourage you to report these mistakes using the Student Change Request form in the Course Resources module.

You will not be required to purchase a textbook at this time. The required readings and course material can be found in each module. This course will use the following open educational resources in addition to external web links and embedded video content.

Unit Breakdown

The following units are covered in this course:

- Unit 1 – Social Justice & Music
- Unit 2 – Social Justice & Art
- Unit 3 – Social Justice & Movies
- Unit 4 – Social Justice & Television

Attendance, Participation, and Time Commitment

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. Be sure to read and observe the following procedures:

- You are a guest in the instructor's classroom, so be sure to observe the class rules.
- Practice manners and civility and be polite and respectful of your instructor and classmates in all your communication.
- Respect your instructor and be on time in your work submissions.
- Keep your instructor informed of your status.
- Address your instructor as Professor or Doctor.
- Use correct grammar and punctuation in all your communication ('Dear Professor xxx' not 'Hey').
- Accept your instructor's feedback and learn from it.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. The student who repeatedly turns in late work will be subject to penalties.

Time Commitment

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As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Read and study online materials and work all assigned problems for each lesson.
- Complete all course work and assignments in the time allowed.

Conduct

You are expected to refrain from profanity, crudeness, and slurs of any kind. In other words, you are expected to behave and treat your fellow students and instructor fairly, just as you would in the traditional classroom.

Just as you would listen to others speak in the classroom, you are expected to read and respond politely and thoughtfully to others in the online course. You are expected to refrain from crude or unbecoming comments and be supportive of the class. Proper conduct applies to all forms of communication in the course.

Late Policy

Late Assignments: Late assignments will be penalized 10% and 10% more for each day after the due date. Assignments will not be accepted 3 days after the due date.

Late Discussions: Late discussions will be penalized 10%.

Grading and Standards

Grade Breakdown

GRADED ACTIVITY	WEIGHT

Assignments	50%
Discussions & Participation	50%

Grade Scale

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: 0-59%

Grade Turnaround: All assignments and assessments will be graded within one week's time. The instructor will provide comments along with the grade as necessary for feedback.

Expectations and Standards

A – To achieve this grade you must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work.
He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B – To achieve this grade you need to display above-average performance in your course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. As a "B" student you will also go beyond minimum requirements in terms of preparation and presentation of assigned work. You will demonstrate above-average communication skills and ability to contextualize material.

C – For this grade, you must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. You will demonstrate adequate communication skills and the ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" indicates that your performance is below the average in terms of preparation and presentation of

assigned work. You may not be demonstrating adequate communication skills or the ability to contextualize materials.

F – If you receive an F, you have failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate the ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

UWG Common Language for Course Syllabi

University of West Georgia, Common Language for Course Syllabi:
https://www.westga.edu/UWGSyllabusPolicies/

Frequently Asked Questions and Helpful Links

I need:	LINK
ADA Accommodations	https://emajor.usg.edu/current-students/student-guide/academic-services#st
Technical Support	https://emajor.usg.edu/current-students/student-guide/computer-support
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To Make a Student Complaint	https://emajor.usg.edu/current-students/student-guide/policies-and-procedur policy
To Make a Grade Appeal	https://emajor.usg.edu/current-students/student-guide/policies-and-procedur h
To Withdraw from a Course	ttps://emajor.usg.edu/current-students/student-guide/academic-services#dr course
To Understand the eCampus Academic Honesty Policy	https://emajor.usg.edu/current-students/student-guide/policies-and-procedur
To Know the Campus Carry/HB 280 Policy	https://www.usg.edu/hb280/additional_information

SJUS - 4050 - Law and Social Justice

2021-2022 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.

Desired Effective Semester* Fall

Desired Effective Year* 2021

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

College - School/ Department* Department of Civic Engagement and Public Service

Is this a School of Nursing 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* SJUS

Course Number* 4050

Course Title* Law and Social Justice

Long Course Title

Course Type* Social Justice

Catalog Course Description* This course analyzes the relationship between legal institutions, inequality, and the ability of social groups to produce fundamental social change.

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

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites SJUS 3000

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* UWG is a partner in the eMajor BS in Organizational Leadership collaborative degree program. The eMajor collaborative has developed a concentration in social justice to add to this program. This is one of the courses in the new concentration and we need to add it to our catalog so that UWG students can take advantage of this new concentration. Please see the link below for details on the program.
https://emajor.usg.edu/degrees/organizational-leadership/
Please note that this is a new course prefix, SJUS, for a new course type, Social Justice.

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

1. Describe ways in which law can be seen as both an instrument of positive social change and a means of confirming existing social arrangements and resisting social change.

2. Compare theoretical perspectives on law, justice, and society.

3. Critically analyze case studies concerning the struggles to achieve justice and involvement in legal processes and institutions by particular groups and individuals.

4. Examine a selection of issues such as gender politics, ethnicity, race, indigenous politics, sexual orientation, class, and economic struggles, social dissent, and the experience of non-traditional and minority populations.

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* 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.

SJUS 4050 Law and Social Justice

Instructor Name
Institution
Institution address
Phone Number:
E-mail address:

Office hours:
Put office hours here

During office hours, you can find me in GoVIEW Email. You can also reach me during office hours at the above phone number.

NOTICE: Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

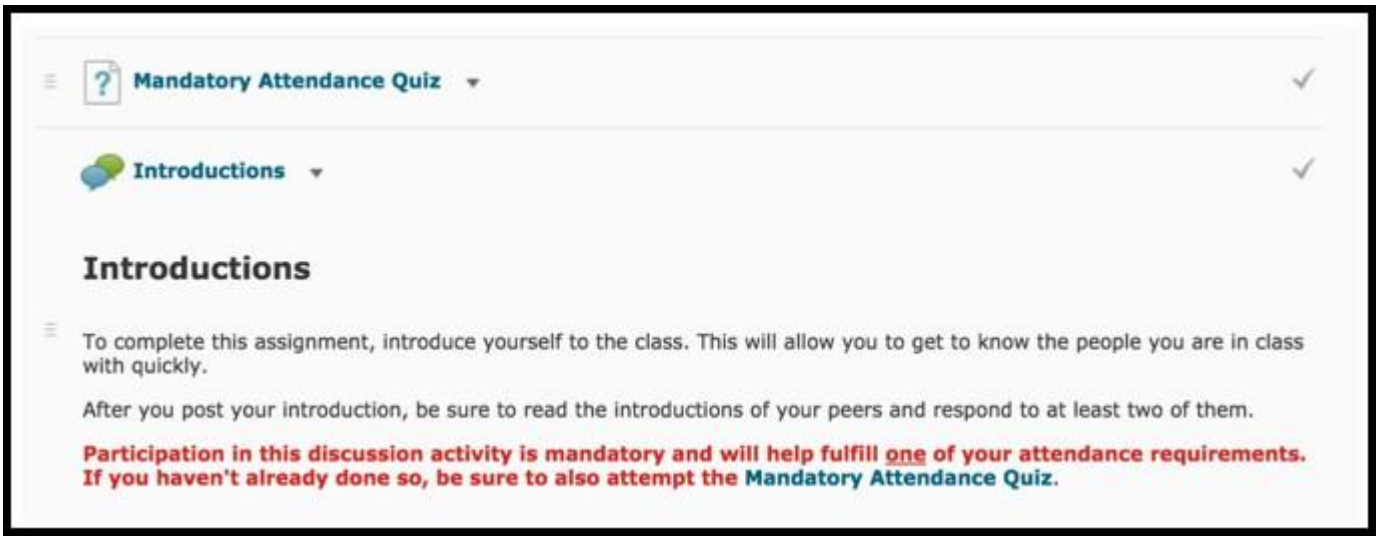
Response Time: Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and within 48 hours during the weekend.

Attendance Verification & Semester Dates

IMPORTANT - In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity by **Friday,**

(**insert the date) at noon**. BOTH of these activities are required and can be found within the START HERE module.

Please note: failure to complete these activities may result in you being removed from the course.



Course Description

This course analyzes the relationship between legal institutions, inequality, and the ability of social groups to produce fundamental social change.

Course Objectives

Upon completion of this course, students will:

1. Describe ways in which law can be seen as both an instrument of positive social change and a means of confirming existing social arrangements and resisting social change.

2. Compare theoretical perspectives on law, justice, and society.

3. Critically analyze case studies concerning the struggles to achieve justice and involvement in legal processes and institutions by particular groups and individuals.

4. Examine a selection of issues such as gender politics, ethnicity, race, indigenous politics, sexual orientation, class, and economic struggles, social dissent, and the experience of non-traditional and minority populations.

Prerequisites

SJUS 3000

Course Credit Compliance

This course will be delivered entirely online and requires the online equivalent of 2250 minutes of instruction (instruction time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course (times are approximate):

Instruction Time	
Participation & Discussion Postings	700 minutes
Virtual meetings/chat or audio & video	300 minutes
Course Content Facilitation	700 minutes
Course Assignments	550 minutes

It is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

Course Texts

Students are required to have access to either Microsoft Office 2013, Microsoft Office 2016, Office 365, or Microsoft 365.

eMajor has explored cost-reducing options for students and currently utilizes a range of open educational resources for this course. Open educational resources applies to information and technology that is licensed but freely available for educational purposes. NOTE: These materials are collected from multiple higher education resources, including sources that are printed in British-English. The spelling of words and grammar may differ to American-English. Although

extremely rare, some material may have minor typos. We strongly encourage you to report these mistakes using the Student Change Request form in the Course Resources module.

You will not be required to purchase a textbook at this time. The required readings and course material can be found in each module. This course will use the following open educational resources in addition to external web links and embedded video content.

Unit Breakdown

The following units are covered in this course:

- Unit 1 – Laws as an instrument
- Unit 2 – Theoretical frameworks for Law, Justice and Society
- Unit 3 – Indigenous Politics
- Unit 4 – Gender Politics
- Unit 5– Economic Struggles & Class
- Unit 6 – Minority Populations
- Unit 7 – Case Study & Application
- Unit 8 – Case Study & Application

Attendance, Participation, and Time Commitment

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. Be sure to read and observe the following procedures:

- You are a guest in the instructor's classroom, so be sure to observe the class rules.
- Practice manners and civility and be polite and respectful of your instructor and classmates in all your communication.
- Respect your instructor and be on time in your work submissions.
- Keep your instructor informed of your status.
- Address your instructor as Professor or Doctor.
- Use correct grammar and punctuation in all your communication ('Dear Professor xxx' not 'Hey').
- Accept your instructor's feedback and learn from it.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. The student who repeatedly turns in late work will be subject to penalties.

Time Commitment

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted.
Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for the course will depend on many factors, which will vary with each individual. Students can expect to spend anywhere from 8 - 15 hours per week on this course. Consult the course Calendar and your instructor to be sure you are on schedule, keeping up with the material and taking quizzes on time.

As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Read and study online materials and work all assigned problems for each lesson.
- Complete all course work and assignments in the time allowed.

Conduct

You are expected to refrain from profanity, crudeness, and slurs of any kind. In other words, you are expected to behave and treat your fellow students and instructor fairly, just as you would in the traditional classroom.

Just as you would listen to others speak in the classroom, you are expected to read and respond politely and thoughtfully to others in the online course. You are expected to refrain from crude or unbecoming comments and be supportive of the class. Proper conduct applies to all forms of communication in the course.

Late Policy

Late Assignments: Late assignments will be penalized 10% and 10% more for each day after the due date. Assignments will not be accepted 3 days after the due date.

Late Discussions: Late discussions will be penalized 10%.

Grading and Standards

Grade Breakdown

GRADED ACTIVITY	WEIGHT

Assignments	50%
Discussions & Participation	50%

Grade Scale

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: 0-59%

Grade Turnaround: All assignments and assessments will be graded within one week's time. The instructor will provide comments along with the grade as necessary for feedback.

Expectations and Standards

A – To achieve this grade you must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work.
He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B – To achieve this grade you need to display above-average performance in your course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. As a "B" student you will also go beyond minimum requirements in terms of preparation and presentation of assigned work. You will demonstrate above-average communication skills and ability to contextualize material.

C – For this grade, you must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. You will demonstrate adequate communication skills and the ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" indicates that your performance is below the average in terms of preparation and presentation of

assigned work. You may not be demonstrating adequate communication skills or the ability to contextualize materials.

F – If you receive an F, you have failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate the ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

UWG Common Language for Course Syllabi

University of West Georgia, Common Language for Course Syllabi:
https://www.westga.edu/UWGSyllabusPolicies/

Frequently Asked Questions and Helpful Links

I need:	LINK
ADA Accommodations	https://emajor.usg.edu/current-students/student-guide/academic-services#st
Technical Support	https://emajor.usg.edu/current-students/student-guide/computer-support
To Report a Course Error	https://docs.google.com/forms/d/e/1FAIpQLSdzKI9SXFh7oDcAjtA8Wj8Mk9z1D
To Make a Student Complaint	https://emajor.usg.edu/current-students/student-guide/policies-and-procedur policy
To Make a Grade Appeal	https://emajor.usg.edu/current-students/student-guide/policies-and-procedur h
To Withdraw from a Course	ttps://emajor.usg.edu/current-students/student-guide/academic-services#dr course
To Understand the eCampus Academic Honesty Policy	https://emajor.usg.edu/current-students/student-guide/policies-and-procedur
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SJUS - 4800 - Social Justice Policy Analysis

2021-2022 Undergraduate New Course Request

Introduction

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

Desired Effective Semester* Fall

Desired Effective Year* 2021

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.

College - School/ Department* Department of Civic Engagement and Public Service

Is this a School of Nursing 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* SJUS

Course Number* 4800

Course Title* Social Justice Policy Analysis

Long Course Title

Course Type* Social Justice

Catalog Course Description* This course provides students with the tools to analyze policy implementation and effectiveness in the criminal justice system. Policies are evaluated in the areas of policing, corrections, courts, and criminal justice. Research methods and case study analysis will be used to evaluate and inform the creation of crime-related policies.

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 prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites SJUS 3000

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* UWG is a partner in the eMajor BS in Organizational Leadership collaborative degree program. The eMajor collaborative has developed a concentration in social justice to add to this program. This is one of the courses in the new concentration and we need to add it to our catalog so that UWG students can take advantage of this new concentration. Please see the link below for details on the program.
https://emajor.usg.edu/degrees/organizational-leadership/
Please note that this is a new course prefix, SJUS, for a new course type, Social Justice.

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

1. Explore concepts, theories, and empirical research used to explain crime in the United States.

2. Evaluate the development and complexities of criminal justice policy, specifically describing the steps involved in policy implementation.

3. Discuss the various ways crime and justice policy is evaluated.

4. Demonstrate an awareness of public policy issues as they relate to the development, implementation, and evaluation of criminal justice policies.

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* 30

Will this course have special fees or tuition required?* [ ] Yes [x] 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.

SJUS 4800 Social Justice Policy Analysis

Instructor Name
Institution
Institution address
Phone Number:
E-mail address:

Office hours:
Put office hours here

During office hours, you can find me in GoVIEW Email. You can also reach me during office hours at the above phone number.

NOTICE: Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

Response Time: Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and within 48 hours during the weekend.

Attendance Verification & Semester Dates

IMPORTANT - In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity by **Friday,**

(**insert the date) at noon**. BOTH of these activities are required and can be found within the START HERE module.

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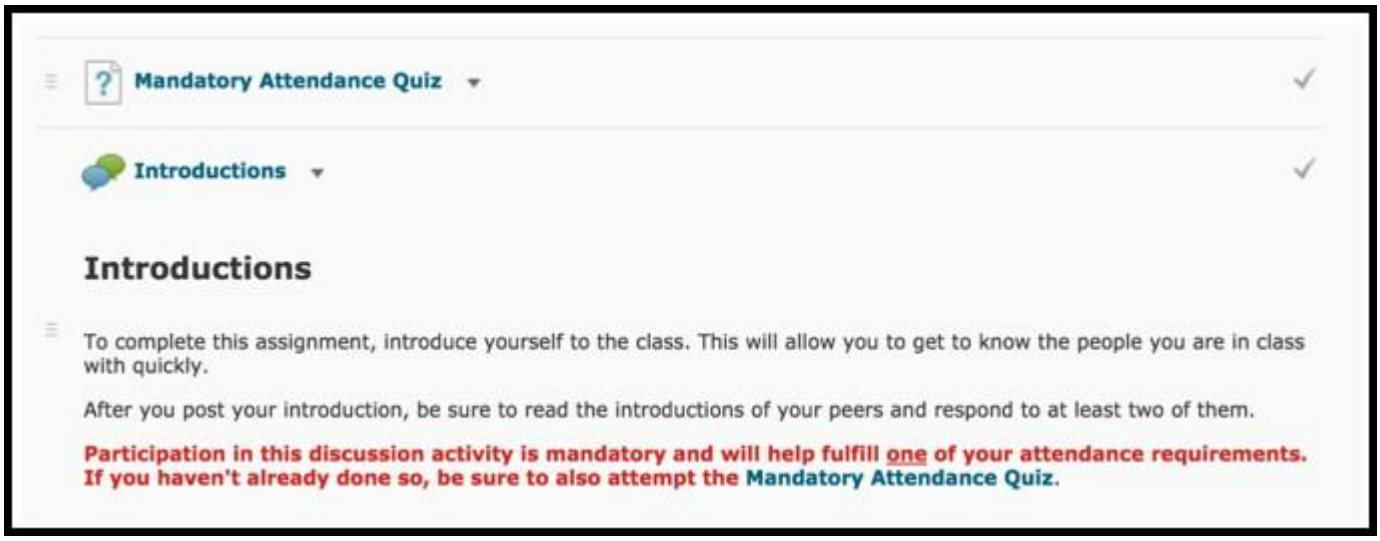

Course Description

This course provides students with the tools to analyze policy implementation and effectiveness in the criminal justice system. Policies are evaluated in the areas of policing, corrections, courts, and criminal justice. Research methods and case study analysis will be used to evaluate and inform the creation of crime-related policies.

Course Objectives

Upon completion of this course, students will:

1. Explore concepts, theories, and empirical research used to explain crime in the United States.

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3. Discuss the various ways crime and justice policy is evaluated.

4. Demonstrate an awareness of public policy issues as they relate to the development, implementation, and evaluation of criminal justice policies.

Prerequisites

SJUS 3000

Course Credit Compliance

This course will be delivered entirely online and requires the online equivalent of 2250 minutes of instruction (instruction time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course (times are approximate):

Instruction Time	
Participation & Discussion Postings	700 minutes
Virtual meetings/chat or audio & video	300 minutes
Course Content Facilitation	700 minutes
Course Assignments	550 minutes

It is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

Course Texts

Students are required to have access to either Microsoft Office 2013, Microsoft Office 2016, Office 365, or Microsoft 365.

eMajor has explored cost-reducing options for students and currently utilizes a range of open educational resources for this course. Open educational resources applies to information and technology that is licensed but freely available for educational purposes. NOTE: These materials are collected from multiple higher education resources, including sources that are printed in British-English. The spelling of words and grammar may differ to American-English. Although

extremely rare, some material may have minor typos. We strongly encourage you to report these mistakes using the Student Change Request form in the Course Resources module.

You will not be required to purchase a textbook at this time. The required readings and course material can be found in each module. This course will use the following open educational resources in addition to external web links and embedded video content.

Unit Breakdown

The following units are covered in this course:

- Unit 1 – What is Social Justice Policy?
- Unit 2 – Theories in Social Justice Policy & Crime
- Unit 3 – History of Policy across policing, corrections, courts, and the CJ system
- Unit 4 – Shifting toward a more social justice construction of policy in the CJ system
- Unit 5 – More Social Justice = Better Criminal Justice? Reimagining the justice system

Attendance, Participation, and Time Commitment

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. Be sure to read and observe the following procedures:

- You are a guest in the instructor's classroom, so be sure to observe the class rules.
- Practice manners and civility and be polite and respectful of your instructor and classmates in all your communication.
- Respect your instructor and be on time in your work submissions.
- Keep your instructor informed of your status.
- Address your instructor as Professor or Doctor.
- Use correct grammar and punctuation in all your communication ('Dear Professor xxx' not 'Hey').
- Accept your instructor's feedback and learn from it.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. The student who repeatedly turns in late work will be subject to penalties.

Time Commitment

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted.
Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for the course will depend on many factors, which will vary with each individual. Students can expect to spend anywhere from 8 - 15 hours per week on this course. Consult the course Calendar and your instructor to be sure you are on schedule, keeping up with the material and taking quizzes on time.

As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Read and study online materials and work all assigned problems for each lesson.
- Complete all course work and assignments in the time allowed.

Conduct

You are expected to refrain from profanity, crudeness, and slurs of any kind. In other words, you are expected to behave and treat your fellow students and instructor fairly, just as you would in the traditional classroom.

Just as you would listen to others speak in the classroom, you are expected to read and respond politely and thoughtfully to others in the online course. You are expected to refrain from crude or unbecoming comments and be supportive of the class. Proper conduct applies to all forms of communication in the course.

Late Policy

Late Assignments: Late assignments will be penalized 10% and 10% more for each day after the due date. Assignments will not be accepted 3 days after the due date.

Late Discussions: Late discussions will be penalized 10%.

Grading and Standards

Grade Breakdown

GRADED ACTIVITY	WEIGHT

Assignments	70%
Discussions & Participation	30%

Grade Scale

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: 0-59%

Grade Turnaround: All assignments and assessments will be graded within one week's time. The instructor will provide comments along with the grade as necessary for feedback.

Expectations and Standards

A – To achieve this grade you must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work.
He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B – To achieve this grade you need to display above-average performance in your course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. As a "B" student you will also go beyond minimum requirements in terms of preparation and presentation of assigned work. You will demonstrate above-average communication skills and ability to contextualize material.

C – For this grade, you must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. You will demonstrate adequate communication skills and the ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" indicates that your performance is below the average in terms of preparation and presentation of

assigned work. You may not be demonstrating adequate communication skills or the ability to contextualize materials.

F – If you receive an F, you have failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate the ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

UWG Common Language for Course Syllabi

University of West Georgia, Common Language for Course Syllabi:
https://www.westga.edu/UWGSyllabusPolicies/

Frequently Asked Questions and Helpful Links

I need:	LINK
ADA Accommodations	https://emajor.usg.edu/current-students/student-guide/academic-services#st
Technical Support	https://emajor.usg.edu/current-students/student-guide/computer-support
To Report a Course Error	https://docs.google.com/forms/d/e/1FAIpQLSdzKI9SXFh7oDcAjtA8Wj8Mk9z1D
To Make a Student Complaint	https://emajor.usg.edu/current-students/student-guide/policies-and-procedur policy
To Make a Grade Appeal	https://emajor.usg.edu/current-students/student-guide/policies-and-procedur h
To Withdraw from a Course	ttps://emajor.usg.edu/current-students/student-guide/academic-services#dr course
To Understand the eCampus Academic Honesty Policy	https://emajor.usg.edu/current-students/student-guide/policies-and-procedur
To Know the Campus Carry/HB 280 Policy	https://www.usg.edu/hb280/additional_information

Final Draft

Social Justice Course Descriptions & Learning Outcomes

Students will select 4 of the 5 courses to complete a social justice concentration.

Recommended CIP code: 450101

SJUS 3000

Introduction to Social Justice

Prereq: SOCI 1101 OR POLS 1101 OR CRJU 1100

Course description: This course will introduce the student to the concept of social justice and social change. Examines various social justice theories such as restorative and distributive justice, postmodernism, feminism, and others. Theorists include Rawls, Mills, Kant, and others. A review of institutional systems and how social change occurs within the institutional framework.

Learning outcomes:

Upon completion of this course, students will:

1. Define social justice.

2. Summarize various social justice theories.

3. Distinguish institutional systems that have been influenced by social justice and change.

4. Interpret a current event using a social justice framework.

SJUS 4000

Social Justice Culture

Prereq: SJUS 3000

Course description: This course examines the relationship between music, art, movies & television, and social justice in the United States. These mediums bring people together, challenge the status quo, and shine a light on what is happening in various communities. This

course will explore a range of music, art, movies, and television that reflect and influence social justice issues.

Learning outcomes:

Upon completion of this course, students will:

1. Explain the role of music, art, movies, and television as a motivating force in social justice issues.

2. Analyze social justice themes in song lyrics, art, movies, and television.

3. Evaluate the role and effectiveness of music, art, movies, and television as a tool of political protest.

4. Identify connections between artistic expression and the broader social and political context in which that expression occurs.

5. Interpret information presented visually, quantitatively, and orally in diverse media and formats.

SJUS 3050

Politics of Social Justice

Prereq: SOCI 1101 OR POLS 1101 OR CRJU 1100

Course description: This course examines selected contemporary issues of social justice at the national, state, and local level of politics in the United States. This course analyzes various social justice issues through an economic, demographic, institutional, and political lens. Course topics include a critical analysis of governance, criminal law, economic development, immigration, poverty and race, drugs, and social equity.

Learning Outcomes:

Upon completion of this course, students will:

1. Explain the role of politics in social justice issues.

2. Evaluate how political policy and laws impact different racial, ethnic, religious, socioeconomic, and gender groups.

3. Summarize the various views of immigration and immigration policy in the U.S.

4. Dissect the concept of systemic racism and its influence on politics and political policies.

SJUS 4050

Law and Social Justice

Prereq: SJUS 3000

Course description: This course analyzes the relationship between legal institutions, inequality, and the ability of social groups to produce fundamental social change.

Learning Objectives:

On completion of this course, students will be able to:

1. Describe ways in which law can be seen as both an instrument of positive social change and a means of confirming existing social arrangements and resisting social change.

2. Compare theoretical perspectives on law, justice, and society.

3. Critically analyze case studies concerning the struggles to achieve justice and involvement in legal processes and institutions by particular groups and individuals.

4. Examine a selection of issues such as gender politics, ethnicity, race, indigenous politics, sexual orientation, class, and economic struggles, social dissent, and the experience of non-traditional and minority populations.

SJUS 4800

Social Justice Policy Analysis

Prereq: SJUS 3000

Course description: This course provides students with the tools to analyze policy implementation and effectiveness in the criminal justice system. Policies are evaluated in the areas of policing, corrections, courts, and criminal justice. Research methods and case study analysis will be used to evaluate and inform the creation of crime-related policies.

Learning Objectives:

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

1. Explore concepts, theories, and empirical research used to explain crime in the United States.

2. Evaluate the development and complexities of criminal justice policy, specifically describing the steps involved in policy implementation.

3. Discuss the various ways crime and justice policy is evaluated.

4. Demonstrate an awareness of public policy issues as they relate to the development, implementation, and evaluation of criminal justice policies.

Social Justice Faculty Credentialing Guide

Course	Degree & Discipline
SJUS 3000 **Introduction to Social Justice**	Ph.D. Criminal Justice Ph.D. Political Science Ph.D. Public Administration Ph.D. Sociology -Or Master's degree with18 graduate- semester hours course credit aligned with the course-level learning outcomes
SJUS 4000 **Social Justice Culture**	Ph.D. Criminal Justice Ph.D. Political Science Ph.D. Public Administration Ph.D. Sociology -Or Master's degree with 18 graduate- semester hours course credit aligned with the course-level learning outcomes
SJUS 3050 **Politics of Social Justice**	Ph.D. Criminal Justice Ph.D. Political Science Ph.D. Public Administration Ph.D. Sociology -Or Master's degree with 18 graduate- semester hours course credit aligned with the course-level learning outcomes
SJUS 4050 **Law and Social Justice**	Ph.D. Criminal Justice Ph.D. Political Science Ph.D. Public Administration Ph.D. Sociology -Or Master's degree with 18 graduate- semester hours course credit aligned with the course-level learning outcomes
SJUS 4800 **Social Justice Policy Analysis**	Ph.D. Criminal Justice Ph.D. Political Science Ph.D. Public Administration Ph.D. Sociology -Or Master's degree with 18 graduate- semester hours course credit aligned with the course-level learning outcomes

Faculty credentials must be from a regionally accredited higher education institution. To adhere to accreditation standards, instructional assignments will prioritize the use of full-time faculty from partner institutions. Instructors must have transcripts on file with USG eCampus and complete training regarding best practices in online instruction. All instructional assignments are subject to approval by affiliate institutions.

Organizational Leadership, B.S.

2021-2022 Undergraduate Revise Program Request

Introduction

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

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

Modifications (Check all that apply) *

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

Desired Effective Semester * Fall

Desired Effective Year * 2021

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

School/ Department* Department of Civic Engagement and Public Service

Is this a School of Nursing Program?* ○ 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*	Organizational Leadership, B.S.
Program ID - DO NOT EDIT*	17
Program Code - DO NOT EDIT	
Program Type*	Bachelor
Degree Type*	Bachelor of Science

Program Description*

The Bachelor of Science with a Major in Organizational Leadership (ORGL) degree prepares students to focus on the theories, practices, issues, and specific ramifications of leading an organization. The multidisciplinary curriculum provides an understanding of management, administration, human resources, ethics, and technology related to today's complex organizations in the public, private or non profit sectors.

The Organization Leadership degree has options that allow adults to earn college credit through Prior Learning Assessment (PLA) for college-level knowledge gained from relevant work experiences, professional training, military service and professional certificate programs. These experiences may be documented through transcripts from the American Council on Education (ACE), the College Level Examination Program (CLEP), departmental challenge exams, or academic credit earned through the successful evaluation of a portfolio that contains sufficient information and documentation to affirm college-level learnings.

The online Organizational Leadership program is ideal for traditional students who wish to take advantage of online course delivery, as well as for working professionals, military members, transfer students and others seeking flexible routes to degree completion. The program is delivered fully online through eMajor. eMajor is a University System of Georgia collaborative program that has delivered flexible, online degree programs through multiple USG institutions since 2012. The purpose of eMajor is to provide quality, innovative, high-demand programs through traditional institutions. Developed and maintained by committed faculty and dedicated instructional design professionals, each course is consistent in quality, design, and accessibility standards and taught by University System of Georgia faculty. A cornerstone of eMajor is the inclusion of prior learning assessments in several programs, shortening time to degree.

eMajor is a USG collaborative program which offers fully online, high-demand career degrees through traditional universities. Courses offered through eMajor are taken within the Georgia Online Virtual Instruction Enterprise Wide (GoVIEW) learning management system. The eMajor collaborative program operates by the USG collaborative calendar, which may differ slightly from institutional calendars. Additionally, eMajor courses are offered in various formats, which include 8-week condensed sessions. For the Organizational Leadership (ORGL) major offered through UWG, all courses will be offered solely in 8-week sessions, which allows students to progress swiftly through courses as needed. All eMajor courses are taught by highly qualified USG instructors.

Learning Outcomes
Students will demonstrate an understanding of organizational leadership as it relates to and impacts individuals, communities, and wider society from democratic, multicultural, and national perspectives.

Students will demonstrate through the discussion of key concepts and ideas the ability to express themselves effectively on topics and issues related to the field of organizational leadership.

Students will demonstrate critical thinking and problem-solving abilities regarding issues related to key challenges that organizations face when interacting with their environments.

Students will demonstrate an understanding of the ethical principles underlying research and practice in organizational leadership.

Status* (•) Active-Visible ( ) Inactive-Hidden

Program Location* Online

Curriculum Information

Prospective Curriculum*

Requirement

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

Core Curriculum

Core Area F: 18 Hours

Any courses currently approved for core areas A-E may be used for Area F; however, no course may be used in more than one area. Core Area F courses must be chosen in consultation with the student's Faculty Advisor or Program Director.

Major Courses: 42 Hours

Students must complete all Major Core Courses (30 hours) and one of the concentrations (12 hours).

Major Core Courses: 30 Hours

Students must complete all courses in this area

ENGL 3405 Professional and Technical Writing
ORGL 2050 Communication for the Workplace
ORGL 3000 Reflective Seminar I: Self as Learner
ORGL 3050 Reflective Seminar II: Self in Context
ORGL 3200 Introduction to Organizational Development
ORGL 3400 Technology in Organizations
ORGL 4690 Organizational Leadership Capstone
POLS 4200 Principles of Public Administration
POLS 4204 Public Finance
POLS 4218 Project Management in the

Public Sector

POLS 4219 Public Human Resourse Management

ORGL 4000 Reflective Seminar III: Transforming Self, Self-Transformation

Concentration: 12 Hours

Student must choose either the Public Service or the Social Justice concentration. Each requires completion of four, three credit, courses.

Public Service Concentration

To complete this concentration, students must take at least 12 hours (4 courses) from the following list of courses.

COMM 3330 Advanced Communication Skills

ORGL 4900 Organizational Internship

PHIL 4120 Professional Ethics

POLS 3201 Public Policy

POLS 3601 Political Analysis

POLS 4202 Interorganizational Behavior

POLS 4210 Public Management

POLS 4215 Management of Non-Profit Organizations

POLS 4217 Grant Writing for Nonprofit Organizations

POLS 4220 Administrative Law and Government

POLS 4221 Government Organization and Administrative Theory

POLS 4860 Special Topics

Social Justice Concentration

To complete this concentration, students must take at least 12 hours (4 courses) from the following list of courses.

SJUS 3000 Introduction to Social Justice

SJUS 3050 Politics of Social Justice

SJUS 4000 Social Justice Culture

SJUS 4050 Law and Social Justice

SJUS 4800 Social Justice Policy Analysis

General Electives: 18 Hours

The student must take an additional 18 hours of general electives at any level.

Total: 120 Hours

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

Step 2 - Adding New Courses to the Program

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

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the icon to import the "University of West Georgia General Education Requirements."
For courses already in the catalog, click on "Import Course" and find the courses needed.
For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* This proposal is associated with five new course proposals:
SJUS 3000 Introduction to Social Justice
SJUS 3050 Politics of Social Justice
SJUS 4000 Social Justice Culture
SJUS 4050 Law and Social Justice
SJUS 4800 Social Justice Policy Analysis

UWG is a partner in the eMajor BS in Organizational Leadership collaborative degree program. This program is adding a Social Justice concentration. To allow UWG based ORGL eMajor students to participate, and to be in alignment with our partners, we must also add this concentration. Currently, UWG ORGL students can only pursue the Public Service concentration, which is accomplished by completing 12 credit hours from a list of approved elective courses.

https://emajor.usg.edu/degrees/organizational-leadership/

The intent of this proposal is to modify the program such that UWG ORGL majors can choose between the Public Service, or the Social Justice concentration. Each would be accomplished by completing 12 credit hours from a list of approved elective courses. Each concentration will have its own list of courses. Five new social justice courses, which will be offered via eMajor, have separately been proposed for addition to our catalog for this purpose (listed above).

This proposal will change nothing else about the existing program. Regardless of major, ORGL students will share the same requirements for areas A-F (60 hours), a major core (30 hours), and general electives (18 hours). Therefore, the existing program learning outcomes and assessment plan can be retained.

The Organizational Leadership program's core curriculum is well suited to students pursuing careers in the public, or non-profit, sector. Students currently add depth to this competency by taking 12 upper level guided electives in public service. We would like to give them the option of developing a basic level of competency in social justice instead. This reflects the realities of our time and the idea that employers are interested in adding people to their teams who are fluent in these important issues.

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 cjenks@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
- [x] None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

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.

Updated September 16, 2020

Program Map – BS ORGL			
YEAR 1			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
Area A1: ENGL 1101	3	Area A1: ENGL 1102	3
Area E4: POLS 1101	3	Area D (+lab)	4
Area A2: MATH 1001 or MATH 1111	3	Area C2	3
Area E1 or E2	3	Area E1 or E2	3
Area C1	3	Core F*	3
SEMESTER TOTAL	15	SEMESTER TOTAL	16

Program Map – BS ORGL			
YEAR 2			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
Area B1 (COMM 1100 or 1110)	3	Core F*	3
Area E4 (Social Science)	3	Area B2	3
Area D (Non- Lab)	3	Area D2	3
Core F* (PSYC 1101)	3	Core F*	3
Core F*	3	Core F*	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15

* Students are encouraged to complete 1/2000 level ORGL or social science courses to prepare for upper division coursework. However, Core area F is designed to be flexible to accommodate the inclusion of a variety of lower division courses. Students must consult with the ORGL advisor.

Updated September 16, 2020

Program Map – BS ORGL			
YEAR 3			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
Major Core	3	Major Core	3
Major Core	3	Major Core	3
ORGL 3000	1	Major Concentration Elective	3
ORGL 3050	1	General Elective	3
Major Core	3	General Elective	3
General Elective	3	ORGL 4000	1
SEMESTER TOTAL	14	SEMESTER TOTAL	16
* No more than 3 hours of directed readings or independent studies can count toward the major. No ORGL course in which the student receives a grade lower than "C" may count toward the major.			

Program Map – BS ORGL			
YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
Major Core	3	ORGL 4690 Capstone	3
Major Core	3	Major Core	3
Major Concentration Elective	3	Major Concentration Elective	3
General Elective	3	Major Concentration Elective	3
General Elective	3	General Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15

Bachelor of Arts in Political Science

2021-2022 Undergraduate Delete Program Request

General Information

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

Desired Effective Semester - Please update* Fall

Desired Effective Year - Please update* 2021

What would you like to do?*
- (•) Deactivate Existing Program
- ( ) Terminate Existing Program

Routing Information

Routes cannot be changed after a proposal is launched.

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

School / Department

School/ Department * Department of Civic Engagement and Public Service

Is this a School of Nursing Program?* ○ Yes ◉ No

Is this a College of Education Program? * ○ Yes ◉ No

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

Program Information

Select *Program* below, unless deleting 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.

DO NOT edit the imported information below.

Program Name* Bachelor of Arts in Political Science

Program Type* Bachelor

Degree Type* Bachelor of Art

Program Location* Carrollton

Program Description* The Bachelor of Arts in Political Science prepares students for fulfilling careers as civic leaders and contributors to democratic societies.

Status* ◉ Active-Visible ○ Inactive-Hidden

Prospective Curriculum - Not Applicable *

Justification and Assessment

Rationale* We seek to deactivate the Bachelor of Arts Political Science Program due to its low enrollment, as the program has graduated only six students within the past five years (2015-2019), with a mean rate of one student per year.

Moreover, the program curricula are duplicated within the Bachelor of Science Political Science degree program with the exception of six hours of foreign language required within core area F in Bachelor of Arts Political Science degree program. However, within the Bachelor of Science degree program, students have the option of taking up to six hours of foreign language. Thus, a student is able to complete the same curriculum within the Bachelor of Science that they are able to within the Bachelor of Arts.

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

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.) Teach Out Plan

Examples of Teach Out Plans can be found here.

Teach Out Plan* ☑ I have attached the Teach Out Plan

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.

Administrative Use Only - DO NOT EDIT

Program ID

Teach Out Plan for Bachelor of Arts: Political Science

Bachelor of Arts with a Major in Political Science. Students will no longer be admitted into the program beginning Fall, 2021. The academic program of Bachelor of Science with a major in Political Science will be available to incoming students who wish to major in Political Science. There are currently 29 students remaining in the program. Students will be notified of the decision to close the program through advising sessions and email notifications from the Department Chair.

All of the major requirements for the Bachelor of Arts program are also major requirements for the Bachelor of Science program and hence will be readily available to students completing the B.A. program. The elective courses will continue to be offered at the same rate, as they are either required or elective courses for the B.S. program. There are no additional charges/expenses to students to complete this teach out plan. No faculty employment will be impacted by the deactivation of this program.

To inform prospective students that the program has been deactivated, we will post on the website that the Bachelor of Arts with a major in Political Science degree program has been deactivated, but that students are able to complete the same courses through the Bachelor of Science with a major in Political Science degree.

Addendum III

ANTH - 5190 - Modern Shamanism

2021-2022 Graduate New Course Request

General Information

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

Desired Effective Semester* Summer

Desired Effective Year* 2021

Routing Information

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Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

School/ Department* Department of Anthropology, Psychology, and Sociology

Is this a School of Nursing or ○ Yes ◉ No

Is this a College of ○ Yes ◉ No

University College course?*

Education course?* Yes No

Course Information

Course Prefix* ANTH

Course Number* 5190

Course Title* Modern Shamanism

Course Type* Anthropology

Catalog Course Description* A survey/research class on the contemporary practice of shamanism as a cross-cultural system of divination, healing, and prophecy, foundational to the practice of religion and healing in most cultures. Using examples from traditional small-scale indigenous and rural societies to the transposition of shamanism into Western urban cultures/subcultures, we examine the rationale, development, and adaptive practice of shamanism (e.g., altered states of consciousness and the use of shamanic tools and movements) as part of the wider cultural context of faith and healing. In their class research, graduate students will focus on the practice and application of shamanism in Western, non-indigenous societies.

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 prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites None

Concurrent Prerequisites None

Corequisites None

Cross-listing None

Restrictions None

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 1

Grading* Undergraduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?* This course provides an elective option for graduate students interested in religion and spirituality/healing through the cross-cultural approach of anthropology. While this course will potentially serve needs and interests of all graduate students across UWG, it is specifically designed to offer elective choice to social science graduate students. It will be taught as a sub-section within the undergraduate class, allowing for a larger and broader conversation for both graduate and undergraduate students. The professor will meet independently throughout the semester with the graduate students in this class.

Student Learning Outcomes* 1. use anthropological theories of shamanism as religious/healing ideologies and practices
2. demonstrate the concept of cultural relativism by connecting shamanism to its cultural contexts
3. critique the practice of shamanism across Western, non-indigenous societies

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* 5 students

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

If yes, what will the fee be?* 0.00

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.

(CONCOURSE FORMAT)

Other · College of Arts, Culture and Scientific Inquiry · Anthropology, Psychology and Sociology

Modern Shamanism

ANTH 5190 – 3 credits (lecture class)

Dr. Marjorie Snipes
Professor of Anthropology

(FYI) Course Articulations/Relevance

- upper level graduate elective in anthropology

Course Description

A survey/research class on the contemporary practice of shamanism as a cross-cultural system of divination, healing, and prophecy, foundational to the practice of religion and healing in most cultures. Using examples from traditional small-scale indigenous and rural societies to the transposition of shamanism into Western urban cultures/subcultures, we examine the rationale, development, and adaptive practice of shamanism (e.g., altered states of consciousness and the use of shamanic tools and movements) as part of the wider cultural context of faith and healing. In their class research, graduate students will focus on the practice and application of shamanism in Western, non-indigenous societies.

Prerequisites: None
Co-Requisites: None

Learning Outcomes

1. understand the anthropological theories of shamanism as religious/healing ideologies and practices
2. learn and demonstrate the concept of cultural relativism by connecting shamanism to its cultural contexts
3. evaluate and critique the practice of shamanism across Western, non-indigenous societies

Course Materials

- electronic readings (within Courseden)
- Harner, Michael. 1990. *The Way of the Shaman*. Harper One.
- Harvey, Graham, ed. 2002. *Shamanism: A Reader*. Routledge.

Course Evaluation

- **Research (RP) (40%)**: in consultation with the professor, graduate students will carry out a research project on the contemporary practice of shamanism in Western, non-indigenous societies, examining how shamanism is being taught and translated into practice, what kinds of services are offered, which techniques emphasized, and the ways indigenous shamanism has been modified and adapted to non-indigenous needs. The professor will work one-on-one with students to identify relevant and diverse topics; students will be encouraged to do original ethnographic research on an active shamanic community or School in addition to bibliographical research, when relevant; papers will include a minimum of 10 scholarly, peer-reviewed works as well as websites and advertising materials for the Schools; it will range from 15-20 pages in length, double spaced; graduate students are required to present their research in an Interactive Gallery which will involve a "pictorial gallery of the project," where they will elicit critique and commentary from their peer Visitors, and then a live presentation with open discussion. Graduate students will then share their research with undergraduate students.

- **Activities (20%):** multiple weekly **(HA)** homework assignments, (**D**) discussions, (**Q**) quizzes; these will be scheduled within the Course Outline

- **Mid-Term/Final Examination (40%)**: both exams are essay-based; Final Exam is cumulative

Assignments/Schedule (Tentative Draft Schedule) – BIBLIOGRAPHY IS ATTACHED BELOW

Week 1 **Identifying and Defining Shamanism**

Readings:
REQ: Turner, E. *Reality of Spirits* (in Harvey); Vitebsky: *From Cosmology to Environmentalism: Shamanism as Local Knowledge in a Global Setting* (in Harvey)

SUP: Harner, M.: *The Ancient Wisdom in Shamanic Cultures* (in Nicholson); Harner (1980); Dubois (2009); Krippner (2002); Brown (1988); Noel (1997); Halifax 1988; Reinhard (1976); Riches (1994)

* *Rdgs are divided into Required & Supplemental; students will chose 1 Supplemental reading per week based on their interests; others covered in lecture.*

Activities: (1) **Q,** reading quiz, (2) **HA,** analysis of 3 definitions of shamanism

Week 2 **Doctor-Priest: Indigenous Shamanism across Cultures**

Readings:
REQ: (Ojibway) Grim, John A. *Ojibway Shamanism* (in Harvey); (Siberia) *Game and Games, Fortune and Dualism in Siberian Shamanism* (in Harvey)

SUP: (Australian Aborigines)Thero, Ven. E. Nandisvara Nayake: *The Dreamtime, Mysticism, and Liberation* (in Nicholson); Sharon (1978); (Japan) Fairchild: *Shamanism in Japan*; (Andes) Greenway (2008); Beyer (2010); (Iñupiat) Turner (1996)

* *Rdgs are divided into Required & Supplemental; students will chose 1 Supplemental reading per week based on their interests; others covered in lecture.*

Activities: (1) **Q,** reading quiz, (2) **D,** online discussion, "common elements of shamanism"

Week 3 **Charismatic Shamanism in Western Religious and Urban Settings**

Readings:
REQ: Choi: *The Artistry and Ritual Aesthetics of Urban Korean Shamans* (in Harvey); (England) MacLellan: *Dancing on the Edge: Shamanism in Modern Britain* (in Harvey)

SUP: (Judaism) Gershom, Rabbi Yonasson: *Shamanism in the Jewish Tradition* (in Nicholson); (Pentecostalism, COGIC) Horwatt (1988) and Govorounova (XX, TBD); Kim (2018)

* Rdgs are divided into Required & Supplemental; students will chose 1 Supplemental reading per week based on their interests; others covered in lecture

Activities: (1) **Q,** reading quiz, (2) **RP**, students will research contemporary Shamanic Schools through their websites (minimum of 5 Schools across at least 4 geographic areas - Europe, U.S., Australia, Canada, Africa, Asia, and South America)

Weeks 4-5 **Shamanic Journey, Altered States, and Extractions**

Readings:
REQ: Harner: *Discovering the Way* (in Harvey); McKenna: *Brief History of Psychedelics* (in Harvey)

SUP: Krippner: *Dreams and Shamanism* (in Nicholson); Harner: *Sound of Rushing Water*; Wilbert (1987); Dubois (2009); Sidky (2009); Harner (1980); Metzner (2011); Dobkin de Rios and Winkelman (2012)
* Rdgs are divided into Required & Supplemental; students will chose 1 Supplemental reading per week based on their interests; others covered in lecture

Activities: (1) **Q,** reading quiz, (2) **RP**, students will formulate a thesis topic/statement and an hypothesis for their Project

Week 6-7 **Traditional Shamanic Apprenticeships: Aesthetics, Symbolism, and Ephemera**

Readings:
REQ: Ingerman: *Tracking Lost Souls* (in Harvey); TBD

SUP: Dubois (2009); Sharon (1978); Jakobsen (1999)

* Rdgs are divided into Required & Supplemental; students will chose 1 Supplemental reading per week based on their interests; others covered in lecture

Activities: (1) **Q,** reading quiz, (2) **D,** "common elements across Schools"; (3) **midterm examination**

Week 8-9 **Emergence of Neo-Shamanism and Cultural Appropriations**

Readings:
REQ: Johnson: *Shamanism from Ecuador to Chicago: A Case Study in New Age Ritual Appropriation* (in Harvey); Wallis: *Waking Ancestor Spirits: Neo-Shamanic Engagements with Archaeology* (in Harvey)

SUP: Walsh (1990); Jakobsen (1999); Feinstein: *The Shaman Within* (in Nicholson); Dubois (2009); Znamenski (2007); Harner (1980); Grimaldi (1997); Noel (1998); Labate (2014); (see also Florinda Donner-Grau; Felicitas Goodman; Hank Wesselman)

* Rdgs are divided into Required & Supplemental; students will chose 1 Supplemental reading per week based on their interests; others covered in lecture

Activities: (1) **Q,** reading quiz, (2) **RP**, thesis/outline for Research Project/Paper due

Week 10 **Shamanic Tours**

Readings:
REQ: Labate (2014) *(selections, TBD)* + online resources at anthropologist Michael Harner's Foundation for Shamanic Studies (https://www.shamanism.org/) + 2 other Schools: https://www.shamanicuniverse.com/european-trainings/; https://sacredtrust.org/; https://northerndrum.com/; https://perushamans.com/shaman-school-program/; https://caisae.com/shaman-school-in-cuzco/; https://incamedicineschool.com/; http://www.onetribehealing.com.au/shamanic-training.aspx; etc.

Activities: (1) **D,** "distinguishing reiki and shamanism; (2) **RP**, annotated bibliography due for critique and discussion and Research Project/Paper

Week 11 **Emic/Etic Ethics of Shamanic Training: Western Schools and Practices**

Readings:
REQ: Jackson (2009); Jakobsen (1999); Labate (2014); Pinchbeck (2002) *(selections)*

Activities: (1) **Q,** reading quiz, (2) **RP**, short presentations and peer-critiques of proposed Research Project ideas (first presentation)

Week 12 **Shamanic Myths and Frauds**

Readings:
REQ: Churchill: *Spiritual Hucksterism: The Rise of Plastic Medicine Men* (in Harvey); Znamenski (2007); Carlos Castaneda (*various*); Noel (1999, 2002)

Activities: (1) **Q,** reading quiz, (2) **RP**, draft of Research Paper/Project due (min. of 8 pp. completed)

Week 13-14 **Graduate Projects and Presentations**

Interactive Galleries (online media presentations) and **f2f presentations** (live &/or recorded) of semester research projects (second presentation)

Week 15 **Digital Salons**

Summative Discussion/Review Groups assigned by instructor; online, live

Week 16 **Final Exam/Final Research Papers/Project Due**

Common Language for Syllabus: http://www.westga.edu/UWGSyllabusPolicies/

Institutional Policies

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

Center for Academic Success: The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center 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 site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide.

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares site. Online counseling 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.

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#
You may also visit our website for help with USG Guidance: 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.

APPENDIX

Course Bibliography

Beyer, Stephan V. Beyer. 2010. *Singing to the Plants: A Guide to Mestizo Shamanism in the Upper Amazon*. Univ. of New Mexico Press.

Brown, Michael Fobes. 1988. Shamanism and Its Discontents. *Medical Anthropology Quarterly* 2(2):102-20.

Castaneda, Carlos. Various.

Dobkin de Rios, Marlene and Michael Winkelman. 2012. Shamanism and Altered States of Consciousness: An Introduction. *Journal of Psychoactive Drugs* 21(1):1-7.

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Fairchild, William P.1962. Shamanism in Japan. *Folklore Studies* 21:1-122.

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Grimaldi, S. 1997. Observations on Daniel Noel's *The Soul of Shamanism*: A Defense of Contemporary Shamanism and Michael Harner. *In* Shaman's Drum, 46(4): 6, 8-9.

Halifax, Joan. 1988. Shaman: The Wounded Healer. Thames and Hudson. Reprint.

Harner, Michael. 1980. *The Way of the Shaman*. Harper One.

Harvey, Graham, ed. 2003. *Shamanism: A Reader*. Routledge.

Horwatt, Karin. 1988. The Shamanic Complex in the Pentecostal Church. *Ethos* 16(2):128-45.

Jackson, Jean. 2009. Preserving Indian Culture: Shaman Schools and Ethno-Education in the Vaupés, Colombia. *Cultural Anthropology* 10(3):302-29.

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Krippner, S.C. 2002. Conflicting Perspectives on Shamans and Shamanism: Points and Counterpoints. *American Psychologist* 57(11):962-77.

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Noel, D.C. 1997. The Soul of Shamanism: Western Fantasies, Imaginal Realities. New York: Continuum.

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1999. Adiós, Don Carlos, We Are the Dumbos: Castaneda's Legacy as a Literary Trickster. *The Quest* 87(1): 4-9.

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Pinchbeck, Daniel. 2002. *Breaking Open the Head: A Psychedelic Journey into the Heart of Contemporary Shamanism*. Broadway Books.

Reinhard, Johan. 1976. Shamanism and Spirit Possession – The Definition Problem. *In* Spirit Possession in the Nepal Himalayas. John Hitchcock and Rex Jones, eds. Pp. 12-20.

Riches, David. 1994. Shamanism: The Key to Religion. *Man* NS 29(2):381-405.

Sharon, Douglas. 1978/2013. *Wizard of the Four Winds: A Shaman's Story*. Free Press.

Sidky, H. 2009. A Shaman's Cure: The Relationship between Altered States of Consciousness and Shamanic Healing. *Anthropology of Consciousness* 20(2):171-97.

Turner, Edith. 1996. *The Hands Feel It: Healing and Spirit Presence among a Northern Alaskan People*. Northern Illinois Univ. Press.

Walsh, R.N. 1990/1. *The Spirit of Shamanism*. Jeremy P. Tarcher, Inc.
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CEPD - 9153 - Advanced Therapeutic Techniques in Counseling

2021-2022 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.

Desired Effective Semester* Fall

Desired Effective Year* 2021

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

School/ Department* Department of Communication Sciences and Professional Counseling

Is this a School of Nursing or ○ Yes ◉ No

Is this a College of ○ ○

University College course?*

Education course?* Yes No

Course Information

Course Prefix* CEPD

Course Number* 9153

Course Title* Advanced Therapeutic Techniques in Counseling

Course Type* Counseling and Educational Psychology

Catalog Course Description* This course examines advanced therapeutic topics and techniques in Professional Counseling, such as but not limited to, trauma therapy, crisis intervention, substance use counseling, and gender inclusive practice. Emphasis is placed on evidence-based practice in both school counseling and clinical mental health settings.

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.* 1

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites Admission into the Ed.D. in Professional Counseling and Supervision.

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 1

Grading* Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?* The Ed.D. program in Professional Counseling and Supervision is requesting the addition of a new course and a minor modification to the Plan of Study due to a change in course offerings. EDSI 9923: Leadership and Diversity in the 21st, is no longer offered during Fall semester, and modification of the Plan of Study to adjust for a Spring offering of EDSI 9923 would require adjustments in course offerings for multiple other required courses. To address this, we are requesting a new course, CEPD 9153: Advanced Therapeutic Techniques in Counseling, which will be offered Fall semesters and allow for a seamless change to the Plan of Study. Removal of EDSI 9923 will not have any further adverse effect on other COE programs, as EdD PCS students are not presently able to take EDSI 9923 because of the shift away from Fall semester course offerings. For Fall 2020, the program remedied this matter by offering CEPD 9151, Lead for Diversity in 21st Cen as a direct substitute for EDSI 9923.

Student Learning Outcomes* Students will demonstrate the following:

1. advanced knowledge of evidence-based counseling intervention methods.
2. the ability to address strengths and limitations of evidence-based counseling intervention methods.
3. advanced knowledge of considerations for clinical application of counseling intervention methods.
4. the ability to synthesize advanced professional counseling concepts in novel application to counseling practice.

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 [x] 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.

College of Education

Advanced Therapeutic Techniques in Counseling
CEPD 9153

Semester: Fall 2021 Section: Credits:

Description

This course examines advanced therapeutic topics and techniques in Professional Counseling, such as but not limited to, trauma therapy, crisis intervention, substance use counseling, and gender inclusive practice. Emphasis is placed on evidence-based practice in both school counseling and clinical mental health settings.

Requisites

Prerequisites: Admission into the Ed.D. in Professional Counseling and Supervision

Corequisites:

Contact Information

Class Meeting Time and Location: Fully asynchronous online
Professor Contact Information:
Professor Office Hours:

Meeting Times

Fully asynchronous online

Materials

To be determined by instructor.

Outcomes

Students will demonstrate the following:

1. advanced knowledge of evidence-based counseling intervention methods.
2. the ability to address strengths and limitations of evidence-based counseling intervention methods.

3. advanced knowledge of considerations for clinical application of counseling intervention methods.
4. the ability to synthesize advanced professional counseling concepts in novel application to counseling practice.

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%.

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

Participation/Review of Required Course Materials (15 points)
Crisis Interventions Ethics Case Study (20 points)
Crisis Guidance Document (20 points)
Evidence-Based Treatment Review (20 points)
Trauma Treatment Plan (25 points)

Assignments

1. Participation/Review of Required Course Materials (15 weeks @ 1 points each=15 points): For each module, there are required course materials (i.e., readings, videos/webinars/podcasts, and non-graded activities). Students are expected to review all of these required materials as part of their participation in the course. To receive course credit for their review of these required materials, students will complete a brief "quiz" in each course module, through which they will indicate their level of participation in each respective module. We are all counseling professionals, so please exercise good ethics in determining your participation score for each module. Claiming credit for work not completed will be considered academic dishonesty. Objective 1

2. Crisis Interventions Ethics Case Study (20 points): Working individually, students will be presented with an ethical dilemma case study that occurs in a crisis setting. Using the LASER protocol for ethical decision-making in crisis intervention, students will develop a position on the dilemma and how it might best be resolved. Students may not use consultation to develop a response to the case. Students will develop a written response document that addresses each aspect of the LASER protocol. AFTER completing the response document, students will present the ethical dilemma case study to a colleague and request the colleague's feedback. Following this consultation, students will compose a brief summary of the outcome of the consultation (ways in which the consultant's recommendations align, or do not align, with the student's final recommendation) and add the summary to the response document. The final document should not exceed four typed pages. Objectives 1, 3, 4

3. Crisis Guidance Presentation (20 points): Working in dyads, students will create a brief

presentation that addresses information relevant to the intervention of a specific type of crisis (e.g., crisis involving substance use, interpersonal or domestic violence, suicide, self-injury, homicide, altered mental status, grief/loss, natural disaster, man-made disaster, etc.). This presentation should include the following information with accompanying APA citations to relevant supporting literature: (1) summary of the type of crisis with prevalence and incidence rates (when available); (2) description of common effects on survivors; (3) discussion of common related ethical and legal issues; (4) explanation of relevant crisis intervention strategies to de-escalate the crisis; and (5) explanation of relevant strategies to help mitigate risk (e.g., risk to client, counselor, bystanders, and risks involving ethical and legal ramifications). The final presentation should not exceed 20 slides. Students will post the final presentation in PDF format to the respective D2L discussion board for other students to access and use in their counseling work. Students will upload their presentation as a PowerPoint file or linked video (if using YouTube, please use the "unlisted" option) via the D2L dropbox with all group members' names indicated. 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, 4
TK20 Key Assessment: FAILURE TO SUBMIT ASSIGNMENTS DESIGNATED AS KEY ASSESSMENTS THROUGH TK20 WITHIN THE TIME FRAME DESIGNATED ON THE SYLLABUS WILL RESULT IN A GRADE OF 0 FOR THE ASSIGNMENT

4. Evidence-Based Treatment Review (20 points): Working individually, students will choose one current evidence-based treatment and provide a thorough review and critique of the treatment. The review document should include the following information with accompanying APA citations to relevant supporting literature: (1) explanation of the evidence-based treatment with information on the target client population and/or treatment issues for which the treatment is best indicated; (2) summary of research that addresses the efficacy of the evidence-based treatment; (3) strengths of the evidence-based treatment; (4) limitations of the evidence-based treatment (including limitations related to diversity status); (5) counter-indications for use of the evidence-based treatment; (6) information regarding special training needed to administer the evidence-based treatment; and (7) links to resources where others can learn more about the evidence-based treatment. The final document should be submitted in APA compliant style and should not exceed two pages, typed, single-spaced. Students will post the final document to the respective D2L discussion board for other students to access and use in their counseling work.

5. Trauma Treatment Plan (25 points): Working in dyads, 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 source (e.g., book, movie, TV show) or can be created. 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 forms provided within D2L; a separate narrative conceptualization is not necessary. For the case conceptualization form, it is only necessary to complete the theoretical sections that pertain to the dyad's therapeutic approach; it is not necessary to complete all theoretical sections of the form. Each aspect of this treatment plan

should demonstrate an understanding of trauma therapy and the ability to apply that knowledge to the clinical treatment of survivors. 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

Schedule

To be determined by instructor.

Course Policies and Resources

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.

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.

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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.

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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.

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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 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. 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.

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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).

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).

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

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) 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/) site.

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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).

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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.

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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

CEPD - 9195 - Special Topics in Doctoral Professional Counseling Studies

2021-2022 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.

Desired Effective Semester* Spring

Desired Effective Year* 2021

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

School/ Department* Department of Communication Sciences and Professional Counseling

Is this a School of Nursing or ○ Yes ◉ No

Is this a College of ○ ○

University College course?*

Education course?* Yes No

Course Information

Course Prefix* CEPD

Course Number* 9195

Course Title* Special Topics in Doctoral Professional Counseling Studies

Course Type* Counseling and 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 prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites Admission into the Ed.D. in Professional Counseling and Supervision

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* Active; Visible ○ Inactive; Hidden

Active-Visible Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 1

Grading* Graduate Standard Letter

Type of Delivery (Select all that apply)*

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

Justification and Assessment

What is the rationale for adding this course?* The Ed.D. program in Professional Counseling and Supervision does not presently have a special topics course that can be used when offering non-standard electives or newly developed courses. The addition of CEPD 9195 would not constitute a change to the program plan of study. Rather, this course would be used on an as-needed basis for non-standard electives, newly developed courses, and/or substitute courses.

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. Candidates will apply administrative supervision principles to the development of an administrative supervision plan.
2. Candidates will demonstrate advanced knowledge of professional counseling intervention through the creation of an advocacy plan to improve services for marginalized, underserved populations.
3. Candidates will demonstrate advanced knowledge of professional counseling through the creation of a professional association presentation.
4. Candidates will analyze relevant literature and develop a comprehensive dissertation literature review.
5. Candidates will apply knowledge of research through the development of a scientifically credible dissertation research method.
6. Candidates will analyze and evaluate dissertation research data to draw scientifically credible conclusions.
7. Candidates will create an integrated dissertation discussion that synthesizes dissertation findings within the framework of existing literature and offers data-driven recommendations for practice.

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.

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 [x] 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.

College of Education

Special Topics in Doctoral Professional Counseling Studies
CEPD 9195

Semester: Section: Credits:

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.D. in Professional Counseling and Supervision

Corequisites:

Contact Information

Class Meeting Time and Location: Fully asynchronous online
Professor Contact Information:
Professor Office Hours:

Meeting Times

Fully asynchronous online

Materials

To be determined by instructor. Admission into the Ed.D. in Professional Counseling and Supervision

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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%.

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

Course assignments are determined by the instructor and are unique to each offering of the course.

Schedule

Course schedule is determined by the instructor and is unique to each offering of the course.

Course Policies and Resources

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.

Student Review

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2021-2022 Graduate Revise Program Request

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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
- [x] Program Curriculum
- [ ] Other

If other, please identify.

Desired Effective Semester* Summer

Desired Effective Year* 2021

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 - DO NOT EDIT* Department of Communication Sciences and Professional Counseling

Is this a School of Nursing Program?* ○ 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*	Professional Counseling and Supervision, Ed.D.
Program ID - DO NOT EDIT*	16
Program Code - DO NOT EDIT	
Program Type*	Doctorate
Degree Type*	Doctorate in Education
Program Description*	The mission of the Professional Counseling and Supervision program is to prepare School and Community Counselors to be exemplary leaders in professional counseling and supervision and in program evaluation. In addition, they will demonstrate a commitment to helping marginalized and underserved populations in the communities, schools, and agencies they serve. The program consists of 111 graduate hours, 36 hours beyond a 48 hour CACREP accredited (or CACREP equivalent) master's degree and 27 hour Ed.S. degree in counseling. After a rigorous screening process, cohorts are selected in March of each year, and students will be notified of their acceptance in April. The fully online degree program begins in the summer semester. The program is designed to be completed in two full years (6 semesters, including summers). Successful completion and defense of a dissertation are required.
Status*	(•) Active-Visible ( ) Inactive-Hidden
Program Location*	Online

Curriculum Information

Prospective Curriculum*

Admission Requirements Include:

Licensed or License-eligible in counseling or related field Cumulative minimum graduate GPA of 3.5 on a 4.0 scale Official GRE scores not older than 5 years with preferred scores of Verbal 151 Quantitative 142 Writing 3.5 Masters in counseling or related field (i.e. Psychology, counseling psychology, clinical social work, mental health counseling, community counseling, professional counseling, marriage and family therapy, school psychology, school counseling, or school social work)* *If the program was not CACREP accredited at the time of the applicant's graduation, the applicant must demonstrate that the program was substantially CACREP equivalent or the accrediting body that accredited the degree is equivalent to CACREP standards. Minimum of three years of counseling experience in private or public schools, community agency, university, hospital, or private practice If all of the above are met, then the application requires the following: A 300-500 word essay presenting the applicant's professional goals and the relationship between those goals and the program mission Official transcripts from all schools attended for all degrees including schools attended only for transfer credit Three recommendations from professionals who are familiar with the applicant's professional qualities and academic potential. The electronic Recommendation Request form will be available after you submit your application Vitae Please see website for further information: https://www.westga.edu/academics/education/cspc/eddpcs/

For Students Entering without Ed.S.

CEPD 9184 Doctoral Seminar: Professional Issues
EDLE 8324 Ethical Leadership in Education
CEPD 8185 Professional Research Writing
EDSI 9961 Quantitative Research Methods
CEPD 9183 Directed Doctoral Research
EDSI 9962 Qualitative Research Methods
CEPD 9171 Program Evaluation
CEPD 9187 Doctoral Practicum in Supervision
CEPD 9153 Advanced Therapeutic Techniques in Counseling
CEPD 9186 Doctoral Internship
CEPD 9185 Doctoral Seminar-Advocacy for Marginalized and Underserved Populations
CEPD 9199 Dissertation
[After] Electives 12

Core Class Credits: 48 Hours

Credits with 4 Elective: 12 Hours

Total Credits: 60 Hours

For Students Entering with Ed. S.

CEPD 9184 Doctoral Seminar: Professional Issues
EDLE 8324 Ethical Leadership in Education
CEPD 9153 Advanced Therapeutic Techniques in Counseling
EDSI 9961 Quantitative Research Methods
EDSI 9962 Qualitative Research Methods
CEPD 9183 Directed Doctoral Research
CEPD 9185 Doctoral Seminar-Advocacy for Marginalized and Underserved Populations
CEPD 9187 Doctoral Practicum in Supervision
CEPD 9186 Doctoral Internship
CEPD 9199 Dissertation

Total Credits: 39 Hours

Carried over: 27 Hours

Total Credits: 66 Hours

Learning Outcomes:

Learning Outcomes:

Candidates will apply administrative supervision principles to the development of an administrative supervision plan. Candidates will demonstrate advanced knowledge of professional counseling intervention through the creation of an advocacy plan to improve services for marginalized, underserved populations. Candidates will demonstrate advanced knowledge of professional counseling through the creation of a professional association presentation. Candidates will analyze relevant literature and develop a comprehensive dissertation literature review. Candidates will apply knowledge of research through the development of a scientifically credible dissertation research method. Candidates will analyze and evaluate dissertation research data to draw scientifically credible conclusions. Candidates will create an integrated dissertation discussion that synthesizes dissertation findings within the framework of existing literature and offers data-driven recommendations for practice.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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> **First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the X and proceed.**
> **Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the X 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 Ed.D. program in Professional Counseling and Supervision is requesting a minor modification to the Plan of Study due to a change in course offerings. EDSI 9923: Leadership and Diversity in the 21st, is no longer offered during Fall semester, and modification of the Plan of Study to adjust for a Spring offering of EDSI 9923 would require adjustments in course offerings for multiple other required courses. To address this, we have submitted a request for a new course, CEPD 9153: Advanced Therapeutic Techniques in Counseling, which will be offered Fall semesters and allow for a seamless change to the Plan of Study. Removal of EDSI 9923 will not have any further adverse effect on other COE programs, as EdD PCS students are not presently able to take EDSI 9923 because of the shift away from Fall semester course offerings. For Fall 2020, the program remedied this matter by offering CEPD 9151, Lead for Diversity in 21st Cen as a direct substitute for EDSI 9923.

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 cjenks@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	Replacement of EDSI 9923 with CEPD 9153. There is no change in the total number of required credit hours.

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

Make sure to upload the new program sheet that reflects these changes. 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.

CURRICULUM MAPPING TEMPLATE

INSTRUCTIONS

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

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.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

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

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.

DEPARTMENT:	Communication Sciences and Professional Counseling			**PL-SLO 1**	**PL-SLO 2**	**PL-SLO 3**	**PL-SLO 4**	**PL-SLO 5**	**PL-SLO 6**	**PL-SLO 7**
PROGRAM:	**Ed.D. in Professional Counseling and Supervision**		**COURSES**	**Candidates will apply administrative supervision principles to the development of an administrative supervision plan.**	**Candidates will demonstrate advanced knowledge of professional counseling intervention through the creation of an advocacy plan to improve services for**	**Candidates will demonstrate advanced knowledge of professional counseling through the creation of a professional association presentation.**	**Candidates will analyze relevant literature and develop a comprehensive dissertation literature review.**	**Candidates will apply knowledge of research through the development of a scientifically credible dissertation research method.**	**Candidates will analyze and evaluate dissertation research data to draw scientifically credible conclusions.**	**Candidates will create an integrated dissertation discussion that synthesizes dissertation findings within the framework of existing literature and offers data-driven**
		1	EDLE 8324 Ethics in Educational Leadership							
		2	CEPD 9184 Seminar I: Professional Issues			Reinforced	Reinforced			Reinforced
		3	CEPD 9153 Advanced Therapeutic Techniques			Mastered				
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4	EDSI 9961 Quantitative Research					Reinforced	Reinforced	
		5	EDSI 9962 Qualitative Research					Reinforced	Reinforced	
		6	CEPD 9183 Directed Doctoral Research				Reinforced	Reinforced		
		7	CEPD 9185 Seminar II: Advocacy		Mastered					
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		8	CEPD 9187 Supervision	Reinforced						
		9	CEPD 9186 Internship	Mastered						
		10	CEPD 9199 Dissertation (repeated for credit)				Mastered	Mastered	Mastered	Mastered
		11								
		12								
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		13								
		14								
		15								
		16								
		17								
		18								
		19								
****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.**		20								
		21								
		22								

This document outlines the courses in which each PL SLO is measured, and by which instrument the PL SLO is measured.	EDLE 8324 Ethics in Educational Leadership	CEPD 9184 Seminar I: Professional Issues	CEPD 9153 Advanced Therapeutic Techniques in Counseling	EDSI 9961 Quantitative Research	EDSI 9962 Qualitative Research	CEPD 9183 Directed Doctoral Research	CEPD 9185 Seminar II: Advocacy	CEPD 9187 Supervision	CEPD 9186 Internship	CEPD 9199 Dissertation (repeated for credit)	Program Exit Survey
	no key assessment	CEPD 9184 Professional Issues Rubric	CEPD 9153 Crisis Guidance Presentation	EDSI 9961 Quantitative Data Analysis	EDSI 9962 Qualitative Data Analysis Project	CEPD 9183 Ed.D. Literature Review	CEPD 9185 Advocacy Intervention	CEPD 9187 Administrative Supervision Model	CEPD 9186 Administrative Supervision Final Report	Qualtrics Dissertation Proposal Evaluation (formative); Qualtrics Dissertation Defense Evaluation (summative)	
Candidates will apply administrative supervision principles to the development of an administrative supervision plan.								x	x		x
Candidates will demonstrate advanced knowledge of professional counseling intervention through the creation of an advocacy plan to improve services for marginalized, underserved populations.							x				x
Candidates will demonstrate advanced knowledge of professional counseling through the creation of a professional association presentation.		x	x								x
Candidates will analyze relevant literature and develop a comprehensive dissertation literature review.						x				x	x
Candidates will apply knowledge of research through the development of a scientifically credible dissertation research method.				x	x					x	x
Candidates will analyze and evaluate dissertation research data to draw scientifically credible conclusions.										x	x
Candidates will create an integrated dissertation discussion that synthesizes dissertation findings within the framework of existing literature and offers data-driven recommendations for practice.										x	x

Rationale for Proposed Modifications

The Ed.D. program in Professional Counseling and Supervision is requesting a minor modification to the Plan of Study due to a change in course offerings. EDSI 9923: Leadership and Diversity in the 21st, is no longer offered during Fall semester, and modification of the Plan of Study to adjust for a Spring offering of EDSI 9923 would require adjustments in course offerings for multiple other required courses. To address this, we have submitted a request for a new course, CEPD 9153: Advanced Therapeutic Techniques in Counseling, which will be offered Fall semesters and allow for a seamless change to the Plan of Study. Removal of EDSI 9923 will not have any further adverse effect on other COE programs, as EdD PCS students are not presently able to take EDSI 9923 because of the shift away from Fall semester course offerings. For Fall 2020, the program remedied this matter by offering CEPD 9151, Lead for Diversity in 21st Cen as a direct substitute for EDSI 9923.

Proposed Plan of Study

Ed.S. upon Admission Plan of Study

Year	Time	Course/Title/ Semester Hours	Credit Hours
Year 1	Summer	EDLE 8324 Ethical Leadership in Education [3]	3
		CEPD 9184 Doctoral Seminar: Professional Issues [3]	3
	Fall	CEPD 9153 Advanced Therapeutic Techniques in Counseling [3]	3
		EDSI 9961 Quantitative Research Methods [3]	3
	Spring	EDSI 9962 Qualitative Research Methods [3]	3
		CEPD 9183 Directed Doctoral Research [3]	3
Year 2	Summer	CEPD 9185 Doctoral Seminar: Advocacy for Marginalized and Underserved Populations [3]	3
		CEPD 9187 Doctoral Practicum in Supervision [3]	3
	Fall	CEPD 9186 Doctoral Internship [3]	3
		CEPD 9199 Dissertation [3]	3
	Spring	CEPD 9199 Dissertation [3]	3
Year 3	Summer	CEPD 9199 Dissertation [3-6]	3-6
	Fall	CEPD 9199 Dissertation/flex	3
Total Credits			39

Current Plan of Study with Tracked Changes to Indicate Revisions

EdS upon Admission Plan of Study

Year	Time	Course/Title/ Semester Hours	Credit Hours
Year 1	Summer	EDLE 8324 Ethics in Educational Leadership	3
		CEPD 9184 Seminar I: Professional Issues	3
	Fall	CEPD 9153 Advanced Therapeutic Techniques in Counseling	~~3~~ 3
		~~EDSI 9923 Leadership and Diversity in the 21st~~	
		EDSI 9961 Quantitative Research	3
	Spring	EDSI 9962 Qualitative Research	3
		CEPD 9183 Directed Doctoral Research	3
Year 2	Summer	CEPD 9185 Seminar II: Advocacy	3
		CEPD 9187 Supervision	3
	Fall	CEPD 9186 Internship	3
		CEPD 9199 Dissertation	3
	Spring	CEPD 9199 Dissertation	3
Year 3	Summer	CEPD 9199 Dissertation [6]	3
	Fall	CEPD 9199 Dissertation/flex	3
Total Credits			39

Rationale for Proposed Modifications

The Ed.D. program in Professional Counseling and Supervision is requesting a minor modification to the Plan of Study due to a change in course offerings. EDSI 9923: Leadership and Diversity in the 21st, is no longer offered during Fall semester, and modification of the Plan of Study to adjust for a Spring offering of EDSI 9923 would require adjustments in course offerings for multiple other required courses. To address this, we have submitted a request for a new course, CEPD 9153: Advanced Therapeutic Techniques in Counseling, which will be offered Fall semesters and allow for a seamless change to the Plan of Study. Removal of EDSI 9923 will not have any further adverse effect on other COE programs, as EdD PCS students are not presently able to take EDSI 9923 because of the shift away from Fall semester course offerings. For Fall 2020, the program remedied this matter by offering CEPD 9151, Lead for Diversity in 21st Cen as a direct substitute for EDSI 9923.

Proposed Plan of Study

No Ed.S. upon Admission Plan of Study

Year	Time	Course/Title/ Semester Hours	CH
Year 1	Summer	CEPD 9184 Doctoral Seminar: Professional Issues [3] EDLE 8324 Ethical Leadership in Education [3]	6
	Fall	CEPD 8185 Professional Research Writing [3] EDSI 9961 Quantitative Research Methods [3]	6
	Spring	CEPD 9183 Directed Doctoral Research [3] EDSI 9962 Qualitative Research Methods [3]	6
Year 2	Summer	CEPD 9171 Program Evaluation [3] CEPD 9187 Doctoral Practicum in Supervision [3] Elective Opportunity	6
	Fall	CEPD 9153 Advanced Therapeutic Techniques in Counseling [3] CEPD 9186 Doctoral Internship [3] Elective Opportunity	6
	Spring	CEPD 9199 Dissertation [3] CEPD 9186 Doctoral Internship [3] Elective Opportunity	6
Year 3	Summer	CEPD 9185 Doctoral Seminar: Advocacy for Marginalized and Underserved Populations [3] CEPD 9199 Dissertation [3] Elective Opportunity	6
	Fall	CEPD 9199 Dissertation [3] Elective Opportunity	3
	Spring	CEPD 9199 Dissertation [3] Elective Opportunity	3

Core Class Credits	48
Credits with 4 Electives	12
Total Credits	60

Current Plan of Study with Tracked Changes to Indicate Revisions

No EdS upon Admission Plan of Study

Year	Time	Course/Title/ Semester Hours	CH
Year 1	Summer	CEPD 9184 Seminar I: Professional Issues[3] EDLE 8324 Ethics in Educational Leadership [3]	6
	Fall	CEPD 8185 Professional Writing [3] EDSI 9961 Quantitative Research [3]	6
	Spring	CEPD 9183 Directed Doctoral Research [3] EDSI 9962 Qualitative Research [3]	6
Year 2	Summer	CEPD 9171 Program Evaluation [3] CEPD 9187 Supervision [3] Elective Opportunity	6
	Fall	CEPD 9153 Advanced Therapeutic Techniques in Counseling [3]~~EDSI 9923 Leadership and Diversity in the 21st [3]~~ CEPD 9186 Internship[3] Elective Opportunity	6
	Spring	CEPD 9199 Dissertation [3] CEPD 9186 Internship[3] Elective Opportunity	6
Year 3	Summer	CEPD 9185 Seminar II: Advocacy [3] CEPD 9199 Dissertation [3] Elective Opportunity	6
	Fall	CEPD 9199 Dissertation[3] Elective Opportunity	3
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Core Class Credits			48
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Criminology, M.A.

2021-2022 Graduate Revise Program Request

Introduction

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

If other, please identify. Change instructional method to add 100% online

Desired Effective Semester* Spring

Desired Effective Year* 2021

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School/ Department - DO NOT EDIT* Department of Civic Engagement and Public Service

Is this a School of Nursing Program?* ○ 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

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

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Program Name
Program Description

Program Name*	Criminology, M.A.
Program ID - DO NOT EDIT*	16
Program Code - DO NOT EDIT	
Program Type*	Master's
Degree Type*	Master of Arts
Program Description*	The Master of Arts degree in Criminology is offered by the Department of Criminology with two tracks: Criminal Justice Administration and Crime and Social Justice. The Criminal Justice Administration track addresses issues of crime and criminal justice within a framework that emphasizes theory and research and their implications for criminal justice policy and practice. The Crime and Social Justice track trains students in understanding and applying theory and research in academic settings, with an emphasis on preparing students for doctoral work. Both curricula are grounded in the social, behavioral and natural sciences. The Department of Criminology recognizes the value of diverse methodological and theoretical approaches and encourages their complementary use and integration. The MA Criminology program is conceived widely to include the study of crime, justice, law, and society. Criminology faculty members represent broad and varied backgrounds in working with the criminal justice system, dealing with offenders and victims, and conducting research on a wide range of criminal justice issues. Synchronous and asynchronous delivery formats are available.
Status*	(•) Active-Visible ( ) Inactive-Hidden
Program Location*	Carrollton Online

Curriculum Information

Prospective Curriculum*

Program Requirements

The master's degree is granted to those students who accomplish the following: A minimum cumulative 3.0 GPA is required for graduation.

Graduate students must successfully complete the following core courses:

(12 hours) with an "A" or "B" earned in each

CRIM 6000 Principles of Criminology
CRIM 6003 Applied Statistics in Criminology
CRIM 6010 Theories of Crime and Justice
CRIM 6013 Social Research

Note:

(Students who receive a "C" or below in a core course must retake the course until a "B" or higher is achieved.)

Students must choose one option:

Under the thesis option, a student must complete the core courses (12 hours), electives (18 hours), and thesis hours (6 hours) with a total of 36 hours. Under the comprehensive exam option, a student must complete the core courses (12 hours), electives (24 hours), with a total of 36 hours, and successfully pass the comprehensive exam.

PROGRAM CURRICULUM

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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.

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Justification and Assessment

Rationale* Distance education has been increasing in demand and to meet state workforce needs through online programming and integral part of UWG's expanding efforts to serve traditional and non-traditional students including military veterans and other adult learners. The Criminology discipline has had a successful fully online bachelors and the addition of the master's program will assist in educating students for careers in the criminal justice system and/or public service.

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 cjenks@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
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SACSCOC Comments

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Please download the assessment template from here complete, and upload.

Program Map*

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

Assessment Plan*

- [ ] I have attached the Assessment Plan.
- [x] 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.

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Master of Public Administration (Face to Face Modality)

2021-2022 Graduate Delete Program 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.

Desired Effective Semester * Fall

Desired Effective Year * 2021

What would you like to do? *
- (•) Deactivate Existing Program
- ( ) Terminate Existing Program

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

School/ Department

* Department of Civic Engagement and Public Service

Is this a School Nursing Program?* ○ Yes ◉ No

Is this a College of Education Program?* ○ Yes ◉ No

Program Information

Select *Program* below, unless deleting an Acalog *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.

DO NOT edit the imported information below.

Type of Program* ◉ Program ○ Shared Core

Program Name* Master of Public Administration (Face to Face Modality)

Program Type* Master's

Degree Type* Master of Public Administration

Program Description* The Master of Public Administration (M.P.A.) degree program is designed to educate current (in-service) and future (pre-service) public service leaders with ethical behavior and professional competencies that promote public service values extending from UWG's values of achievement, caring, collaboration, inclusiveness, innovation, integrity, sustainability, and wisdom. The program prepares students with the knowledge and skills to advance the public interest through teaching, research, and service to the community. The M.P.A. program is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

Program Location* Carrollton

Status* ◉ Active-Visible ○ Inactive-Hidden

Prospective Curriculum - Not Applicable*

Justification and Assessment

Rationale* With the USG approval, the MPA program has started offering online courses since Fall 2016 and gradually increased online course offering. From Fall 2019, all the courses in the program have been 100% online. The transition from in-person to online modality was highly recommended to meet the growing needs from potential students who are usually in-service employees in public or nonprofit organizations and to create a vital environment for the program. Since more than 90% of students in the program have day jobs, the transition to the online modality has helped the program grow faster. Therefore, the program now deactivates the in-person modality permanently.

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

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.) Teach Out Plan

Examples of Teach Out Plans can be found here.

Teach Out Plan ☑ I have attached the Teach Out Plan as required.

Administrative Use Only - DO NOT EDIT

Program ID* 1816

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.

Teach Out Plan: Face to Face Modality for MPA

There are currently no enrolled students in the face to face modality of the Master of Public Administration program and have not been since Spring 2018. All current students are enrolled in the online modality. No faculty, staff, or current student will be impacted by this deactivation.

To inform prospective students that the program has been deactivated, we will post on the website that the Master of Public Administration face to face degree modality has been deactivated.

Addendum IV

Defense Activity for Non-Traditional Education Support (DANTES)
Subject Standardized Tests (DSST)

DANTES (DSST) is a Prior Learning Assessment (PLA) originated by the United States Department of Defense to provide a mechanism for eligible military personnel and civilian employees to earn college credit by examination. Undergraduate students who have been admitted to UWG and are currently in good academic standing may seek the evaluation of DANTES (DSST) credit. Each respective academic department determines the UWG course equivalency for each PLA Assessment. Students will still be required to complete a minimum of 33 academic credit hours at UWG to satisfy academic residence, dependent upon degree requirements. Please refer to the chart below to determine course equivalency and credit earned.

DSST exams are funded by the Defense Activity for Non-Traditional Education Support (DANTES) program and the first attempt is free for eligible military personnel and civilian employees. Students must wait 30 days to retake a DSST exam, even if the student has a retake voucher. For additional testing details, contact Academic Testing Services.

Questions concerning the policy should be directed to the Office of the Registrar Transfer Team by emailing transfer@westga.edu or calling (678) 839-6438.

Subject	DANTES Exam	Score	UWG Course Equivalent	UWG Hours
Chemistry	Substance Abuse (formally Drug & Alcohol Abuse)	400	CHEM 3140	3
Computer Science	Computing and Information Technology (formally Introduction to Computing)	400	CS 1020	2

Addendum V

Prior Learning Assessment (PLA)

Student Handbook

May 2020

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Preface

This handbook is designed to provide students with information needed when seeking credit for prior learning related to specific courses at the University of West Georgia. For more information about PLA at UWG, contact the Center for Adult Learners and Veterans via email at cav@westga.edu or by phone at 678-839-5210.

Definition of Prior Learning

Prior learning is learning which is gained through life or work experiences outside of structured higher educational coursework. Many people acquire skills and knowledge through life experiences such as professional endeavors in business, the military, or other training as well as through involvement in community work, family management, travel opportunities, or personal study and development.

Prior Learning Assessment (PLA)

PLA is a process through which students **identify** areas of relevant learning from their past experiences, **demonstrate** that learning through appropriate documentation, and **submit** their materials so that they can be assessed and possibly awarded academic credit relative to specific course objectives at UWG.

Earning College Credit for Prior Learning

Broadly speaking, one of the goals of college level education is to prepare responsible, reflective citizens who adapt constructively to change. College level education also helps students become critical thinkers and problem solvers in an ever-changing world. Students can acquire learning from a variety of sources outside the traditional classroom, and they can earn appropriate credit in their work towards a degree for **verifiable college level learning** acquired through life or work experience, *not for the experience itself*. Students who acquire the level of knowledge that meets the expectations and the learning outcomes of a specific course may get credit for that course, provided the students can demonstrate proficiency in that specific course. Evaluation of demonstrated proficiency is determined by faculty members who are content experts in the field in which prior learning is believed to have occurred.

There are no limits on the amount of PLA credit that can be awarded to students, but students are required to complete a minimum of 33 academic credit hours at UWG to satisfy academic residence, depending upon degree requirements. In addition, UWG supports the transfer of PLA credit in its compliance with USG Policy 3.3.6, which can be reviewed on the website for the Board of Regents Policy Manual.

Methods of Assessing Prior Learning for College Credit

1. ***Departmental Examination.***

Several academic departments at the University of West Georgia offer the opportunity for credit by examination. The English Department, for example, allows students to write an essay evaluated by a departmental committee. Depending on the passing score, the student will be allowed to exempt English 1101 and/or 1102. The Department of International Languages and Cultures also allows students to exempt certain introductory foreign language courses. Please visit Additional Information on Department Credit by Exam (PDF 256K) to learn more on departmental exams, Additional Information on Mathematics Credit-by-Exam, SAT Score (PDF 58K) and Additional Information on Mathematics Credit by ALEKS PPL for additional information on credit options for math, and Additional Information for English Credit-By-Exam (PDF 57K) for additional information on credit options for English. The Criminology and Accounting departments offer challenge exams through UWG's Academic Testing Department. Passing grades are assessed $6/credit hour charge for processing.

2. ***National Standardized Examination.***

Credit for prior learning may be awarded through the College Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), and

DANTES. Students may visit the website for the GAtracs Transfer Tool to learn more about national standardized exams accepted by UWG and other University System of Georgia institutions.

a. College Level Examination Program (CLEP) Credit.

The College Level Examination Program or CLEP is a great way to earn college credit. Credit is granted upon the successful completion of a standardized test. Not only will a person save time by not having to take a course containing material he or she already knows, but the student will also save money by not having to pay for a college class. CLEP enables a student to move through his or her freshman and sophomore years at a faster pace. At West Georgia, a "K" grade is awarded after successful completion of a CLEP exam. The grade will appear on the student transcript and evaluation records. Visit the webpage showing UWG's CLEP Course Exam Equivalents (PDF 85K) and veterans are encouraged to visit the CLEP website to learn about military funded exams. Students interested in taking a CLEP test at UWG can visit Academic Testing's webpage to register.

b. AP (Advanced Placement) Credit.

The Advanced Placement (AP) Program is available through many high schools and enables a high-school student to earn credit toward college in a variety of subjects. These courses are equivalent to college freshmen/sophomore level courses. High school students who earn AP exam scores of 3 or higher and who submit official score reports to West Georgia usually receive credit for coursework. Scores of 4 or higher are required to receive credit for history exams and may also count as Honors College credit. Visit UWG's website (PDF 501K) to find additional

information on AP course exam equivalents.

c. International Baccalaureate (IB) Credit.

International Baccalaureate (IB) scores are also reviewed for possible college credit. Students may receive academic credit for exams at each level depending on the score. Please review the current IB Policy (PDF 338K) to determine if you are eligible to receive credit.

d. Defense Activity for Non-Traditional Educational Support (DANTES) Credit.

To expand the prior learning options, UWG has begun a review of DSST exams and the UWG Academic Testing Services has applied to be an official DSST testing location.

3. *Military Training*.

Training and learning are a part of the military experience for active duty service members, reservists, and National Guardsmen. Military connected students are encouraged to provide UWG an official copy of their transcript from the Community College of the Air Force (CCAF) and their Joint Services Transcript (JST). Guidance to colleges and universities is provided by the American Council on Education (ACE) and veterans can learn more by viewing the ACE website. UWG is a member of ACE and honors ACE credits approved by appropriate UWG instructional departments as appropriate for the program of study for students. In addition, UWG has an extensive number of military trainings for which credit has been reviewed and categorized. To ensure we continue providing credit when possible each military transcript is reviewed and compared to classes which are a part of the service members selected major. If training is found to be a possible match for credit, the Center for Adult Learners and Veterans ask for a review of learning outcomes by the

appropriate College.

4. Portfolio Assessment.

Students may be eligible to earn credit for learning experiences by completing a Portfolio. Visit UWG Online's website or the College of Social Science's website for more information on portfolios. Students use the PLA portfolio development process to document their prior learning. This process requires students to prepare and submit a collection of documents that establish and support their claim that they have specific relevant skills, knowledge, values, attitudes, understandings, achievements, experiences, competencies, training, and certifications that align with specific course objectives. The portfolio should not only describe the relevant experience but should also identify the particular learning outcomes.

Students who are interested in submitting a portfolio for review must enroll in a 2-credit hour class (XIDS 2002) that supports a successful portfolio submission. XIDS 2002 will review the learning objectives of the class for which the portfolio submission is desired and then seek documentation/concrete evidence each learning objective has been met. In addition to a one-time enrollment in XIDS 2002, a nonrefundable fee of $250 is assessed on each portfolio submission to support the expert review and related documentation. The availability of a portfolio submission for prior learning credit lies within each department. Students who are interested in this option should inquire with the department chair or the program coordinator about the portfolio availability or other PLA options that may exist for the class(es) for which credit is desired.

a. University of West Georgia PLA Policies.

1) Prospective students who fit the following criteria are eligible to participate in CPL:
    a) They are adults; typically, 25 years of age or older.
    b) They are non-traditional students.
    c) They have learning experiences that could be reflected in an academic program's curriculum.
2) Course credit via CPL by Portfolio may not replace existing credit assessments. Course credit acquired through these means cannot be used to satisfy the minimum number of hours that must be completed in residence at UWG, nor toward minimum hours in the major field (See SACS 3.5.2, and University catalog requirements for undergraduate degrees).
3) Students may not conduct PLA by departmental examination, standardized test, or portfolio for any courses for which they have previously completed at UWG as a regular or audit student.
4) Students are required to complete CPL Prior Learning Documentation in preparation for developing portfolio(s) for credit evaluation, preferably prior to their last semester. Students will earn two hours credit and a letter grade of A-F for this course.
5) Students must register for Portfolio Assessment in the appropriate department(s) in the term that they will submit a portfolio for evaluation.
6) Credit may be awarded after the first submission; in which case, the student will be notified that credit has been granted. The assessors may specifically

outline areas for improvement and allow students to resubmit their documentation one time during the next semester. The assessors will provide a report giving specific feedback to students. Students may resubmit a revised portfolio only once for re-assessment and must include the original portfolio submission and previous assessor's feedback.

7) Individual departments determine how many, if any, CPL credits may be awarded.
8) Students can pursue Credit for Prior Learning through a variety of pathways, to include CLEP exams, departmental exams, and portfolio assessment. Portfolio assessment is available for select courses and cannot be used for courses for which CLEP and/or departmental exams are available.

Addendum VI

UWG *Polices and Procedure Manual*

Modification of Article IV, Section 2.F

Rationale: Since the mission of the American Association of University Professors (AAUP) is to advance academic freedom and shared governance; to define fundamental professional values and standards for higher education; to promote the economic security of faculty, academic professionals, graduate students, post-doctoral fellows, and all those engaged in teaching and research in higher education; to help the higher education community organize to make our goals a reality; and to ensure higher education's contribution to the common good, it is our proposal to add the president of the UWG chapter of the AAUO as an ex officio (non-voting) member of the executive council.

PROPOSED MODIFIED VERSION

F. The Executive Committee of the Faculty Senate

The Faculty Senate shall include an Executive Committee with the following functions and composition.

1. Functions. The Executive Committee shall have broad responsibility for:
    a. Planning and facilitating the activities of the Senate, including the following functions: assign senators to Senate standing committees and subcommittees; create ad hoc Senate committees and assign senators; assign senators to such non-senate university committees, task forces and search committees as may be needed; propose any legislation to the Senate the Executive Committee may deem appropriate.
    b. Overseeing the election of the officers of the Senate, including receiving nominations, organizing and supervising elections, monitoring compliance, adjudicating challenges, and certifying the results.
    c. Interviewing candidates for university-wide positions and provide evaluations to the appropriate search committees.
2. Composition. The Executive Committee shall be composed of the chairs of the Senate standing committees, the Chair of the Senate, the Chair-Elect or Past Chair of the Senate, the Executive Secretary, the President of the UWG Chapter of the AAUP, the President of the University, and the Provost of the University.

PROPOSED REVISED VERSION

F. The Executive Committee of the Faculty Senate

The Faculty Senate shall include an Executive Committee with the following functions and composition.

1. Functions. The Executive Committee shall have broad responsibility for:
    a. Planning and facilitating the activities of the Senate, including the following functions: assign senators to Senate standing committees and subcommittees; create ad hoc Senate committees and assign senators; assign senators to such non-senate university committees, task forces and search committees as may be needed; propose any legislation to the Senate the Executive Committee may deem appropriate.
    b. Overseeing the election of the officers of the Senate, including receiving nominations, organizing and supervising elections, monitoring compliance, adjudicating challenges, and certifying the results.
    c. Interviewing candidates for university-wide positions and provide evaluations to the appropriate search committees.
2. Composition. The Executive Committee shall be composed of the chairs of the Senate standing committees, the Chair of the Senate, the Chair-Elect or Past Chair of the Senate, the Executive Secretary, the President of the UWG Chapter of the AAUP, the President of the University, and the Provost of the University.

Addendum VII

UWG *Faculty Handbook*

Modification of Section 104.03 – 104.0301 Faculty Evaluation of Departmental Leadership

Rationale: Since each department does not have a chair per se, it is our choice to change the wording from department chair to department leader. We are also proposing that the sample evaluation be removed from the faculty handbook section 104.03 – 104.0301 and a sample of evaluations solicited from different departmental leaders be included within the appendices of the Faculty Handbook.

PROPOSED MODIFIED VERSION

104.03 Faculty Evaluation of Departmental ~~Administrative Personnel~~ Leadership

To provide the faculty and administration with information on the performance of departmental ~~administrative personnel~~ leadership as defined by each academic unit, a periodic evaluation is established.

104.0301 Procedure.

An evaluation of ~~the department chair~~ each department leader as defined by each academic unit shall be conducted by the department at least once every three years (~~except that new department chairs~~ with the exception of new department leaders, who shall not be evaluated during their first year in office). The form of evaluation (written, oral, group, etc.) and the procedure to be used shall be determined by the department~~al~~ members, reviewed by the ~~department chair~~ department leader, and approved by the dean. The procedure shall meet the following guidelines: **(SEE NEW WORDING):**

1. All evaluators will feel free to be candid without fear of repercussion.
2. The faculty of that department, the ~~department chair~~ department leader, 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.

A) 3. The dean will keep the results of the last three evaluations of ~~a particular department chair~~ each department leader.

39/59 104.0302 Suggestions were made here that a committee approach departments and ask for their questionnaires and see if any of them are reliable and validated and then offer those forms for use by choice. That this form does not belong in the handbook.

PROPOSED REVISED VERSION

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 each department leader as defined by each academic unit shall be conducted by the department at least once every three years (with the exception of new department leaders, who shall not be evaluated during their first year in office). The form of evaluation (written, oral, group, etc.) and the procedure to be used shall be determined by the department~~al~~ members, reviewed by the department leader, 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 leader, 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 leader.

Addendum VIII

UWG Academic Affairs Policies Index
Approval of UWG Procedure 2.4.4, Evaluation of Department Leaders

Rationale: Currently no university procedure exists for the evaluation of department leaders. The proposed procedure has the same content as Section 104.0301 of the Faculty Handbook with the proposed modifications from the preceding appendix.

PROPOSED PROCEDURE

UWG PROCEDURE NUMBER: 2.4.4, Evaluation of Department Leaders
Authority: **UWG POLICY 2.4, (Recurring Faculty Evaluations)**

The University of West Georgia (UWG) faculty, pursuant to the authority of UWG Policy 2.4, establishes the following procedures for compliance with UWG Policy 2.4 on Recurring Faculty Evaluations:

The purpose of the procedure is to clearly communicate to the University of West Georgia faculty information on the periodic performance evaluation of department leaders.

A. Definitions

1. Department leader - department chair or head of academic units.

B. Procedure

An evaluation of each department leader as defined by each academic unit shall be conducted by the department at least once every three years (with the exception of new department leaders, who shall not be evaluated during their first year in office). The form of evaluation (written, oral, group, etc.) and the procedure to be used shall be determined by the department members, reviewed by the department leader, 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 leader, 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 leader.

C. Compliance

UWG follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails. (BOR Policy Manual, 8.3.5 Evaluation of Personnel)

Issued by the [title of person charged with writing procedure], the ____ day of _____, 2020.

_____

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Addendum IX

An Indictment of President Kelly for Issues of Shared Governance and Mismanagement of the University of West Georgia

We (a group of faculty) are calling for a vote of No Confidence in President Brendan Kelly. President Kelly has not honored faculty governance, has violated university policy, and has pursued initiatives that we consider detrimental to the current and future well-being of the University of West Georgia.

The university as a concept is an ancient institution, with its modern structure dating to the European Middle Ages, and its origins stretching back into antiquity. The associated concepts of academic freedom and shared governance are central and critical to the functioning and identity of the academy. Emerging in the 1100s to facilitate scholars' freedom of movement, academic freedom has come to encompass freedoms of speech unhindered by political interests. This freedom can only be protected through shared governance, which the American Association of University Professors (AAUP) formally defined a century ago as emphasizing "the importance of faculty involvement in personnel decisions, selection of administrators, preparation of the budget, and determination of educational policies." So crucial is faculty involvement, that the University of West Georgia's accrediting body, SACSCOC require Standard 10.4 (Faculty role in governance) to be fulfilled as part of the accreditation process.

While President Kelly has attempted to exclude faculty from these processes by limiting their involvement to "curricular" matters, the institution's holistic nature ensures that virtually any change to one part of the university impacts the faculty's ability to deliver effective and high-quality instruction to students. Despite rhetorical claims of modernizing the University of West Georgia, the endurance of the university structure for hundreds of years through plagues, wars, and political and economic crises is evidence of its ability to meet any changes the 21st century may bring without rash and poorly thought-out emergency restructuring. In fact, the University of West Georgia has weathered more or equally extreme financial crises than those cited by President Kelly as the reasoning for his dictatorial actions.

Ultimately, although President Kelly possesses considerable power to reshape the university at will, his unilateral exercise of those powers without adequate consultation of faculty has severely undermined hallowed normative traditions within the academy and eroded faculty trust in the administration, leading faculty to declare that they have no confidence in his ability to lead this institution and, furthermore, that his leadership decisions are to the detriment, rather than benefit, of the University of West Georgia. Specific examples of decisions made without faculty consultation and to the detriment of the university follow.

1. College and Department Reorganization: effective July 1, 2020, President Kelly ordered the most comprehensive restructuring of academic affairs this university has seen in its history, and without any faculty input. The restructuring is best described as pandemonium, as disciplines with no common element were arbitrarily forced together into new departments, without any regard for individual programs' preferences. The restructuring devastated two previously successful programs by splitting their faculty between two different colleges, without any faculty input on how teaching was to be realigned. New chairs, furthermore, were appointed without faculty consultation. Everything about the process of restructuring is problematic, coming from a

President who at the point of its implementation had only been in his post for three months. Furthermore, it is a direct violation of University of West Georgia Policies and Procedures Article I F, which states that "The President, in consultation with the Faculty Senate and other representatives of the University community, shall determine the divisional organizational structure necessary for the orderly, effective, and efficient administration of the University's affairs." President Kelly did not consult the Faculty Senate or the faculty in the affected colleges and departments before implementing a radical change, using budgetary matters as the excuse.

2. Personnel Concerns: In September 2020, President Kelly ordered Dr. Faye McIntyre, Dean of RCOB and the longest-serving dean on campus, to step down, pending the rushed hire of her replacement. The decision was ordered abruptly, despite continuous positive evaluations of Dean McIntyre, exceptional fund-raising abilities, and her overwhelming popularity among her faculty – and just a year before a critically important accreditation visit. This despotic decision, while problematic, is not itself in violation of University of West Georgia policies. The lack of notification of the university community, however, is another violation of Policies and Procedures Article I F, which states that "Appointments shall be annual at the beginning of the fiscal year, and the University community shall be informed in writing at that time of the organizational structure and the incumbents of all positions at two levels below that of the President. If any changes are made during the year, the President shall notify in a timely manner the University community in writing of any appointments, removals, or resignations." President Kelly did not notify the university community of this personnel change.

3. Dissolution of the Center for Diversity and Inclusion: The year 2020 has witnessed racial tensions of a kind unseen in this country since, arguably, the 1960s. In the middle of this crisis, universities around the country that did not previously have a Chief Diversity Officer on staff and a Center for Diversity and Inclusion made sure to create these positions and centers. But with an utter disregard for the concerns and needs of UWG's student population, which currently includes over 50% of students from racial minorities, President Kelly refused to appoint a permanent Chief Diversity Officer, and dissolved the CDI. In doing so, he disregarded the recommendation of the university's previous permanent Chief Diversity Officer, Dr. Yves-Rose Porcena, who had recommended promoting the CDO and moving the post into the Provost's office, in order to equip the individual in that post to effect real change on campus.

4. University Budget: There has never been a year in the history of UWG when the campus started the year without a declared budget from the President. Per University Policies and Procedures, Article II.1.c.1, the President must present an annual budget. As of this writing (09/26), no university budget has been shared with faculty. Furthermore, President Kelly has made a number of decisions about the University budget without consultation of Faculty Senate or its Budget committee, or even without informing the faculty. This is contrary to previous expectations and campus culture. Because the university is a community of experts in a variety of fields, soliciting that expertise from, most notably, the successful Richards College of Business, would have allowed for more effective solutions than the President could come up with alone. The President has, furthermore, repeatedly refused to communicate with faculty about the state of university budget. Finally, he showed an utter disregard for the College of Education by abruptly removing its graduate e-tuition funds, reserved for the college's use, without consulting the faculty and without explaining his actions. Last but not least, the lack of

shared budget by the President prior to the beginning of the new academic year has resulted in the inability of other administrators, including department chairs, to fulfill their duties, which include presenting an annual budget, per Policies and Procedures Article III.2.C.2.e.

5. Dual Modality: Just as President Kelly did not take advantage of the vast experience available among faculty in RCOB to consider solutions for the university's budget crisis, he did not take advantage of the equally impressive faculty expertise present all across campus, including specifically in the COE, in considering optimal solutions for this Fall's on-campus courses. The model of Dual Modality, which was adopted late in the planning process over the summer, has been a source of criticism and concern among faculty at all colleges and schools on campus. All across America, teaching is regarded as a revered prerogative of the faculty, rather than of administrators. In no respectable institution in America is the modality of teaching designed by administrators and simply handed to faculty to implement, as President Kelly has done.

6. Campus Reopening and COVID Communication: During the first Senate Forum this summer, in response to the question "Is it our responsibility (i.e., as faculty) to educate students about COVID?" Interim Provost Jenks responded that "Yes. That is absolutely part of our responsibility to educate them about whatever it is that is going on in the world." (Forum I, beginning 32:36). President Kelly's reactions this fall, however, have contradicted this earlier stance, and he has repeatedly criticized faculty who have reported concerns about the risk of COVID infections on campus. In particular, when faculty on campus have notified their students about the confirmed cases among their classmates, those faculty have been reprimanded, whether officially or unofficially. In one case, when a faculty member had notified the class, while preserving the student's anonymity, that a student had tested positive and that the faculty member had to self-quarantine, a concerned mother of a student in the class contacted the President. The President's response went viral on Twitter, but has since been removed. President Kelly stated in that response: "Our COVID19 Response Team has the responsibility of notifying affected individuals, not faculty members. We have contacted the involved faculty member, and corrective actions are being taken. Causing unnecessary worry and stress to our campus community will not be tolerated." The President's harsh response in this case showed a lack of concern or respect for the well-being of faculty and students alike. Finally, the President's actions surrounding campus reopening and COVID response have recently attracted national attention to our campus, because of an article published by a recently retired faculty member.

7. Communication and Information Flow on Campus: President Kelly has repeatedly refused to communicate with faculty. Even more detrimental is his refusal to communicate with deans and chairs. While previous UWG presidents regularly met with an Administrative Council that included all deans and chairs on campus, among other key stakeholders, President Kelly has cut the deans and chairs out of his regular conversations, hampering their ability to communicate and lead effectively. Furthermore, this refusal to communicate with deans and chairs is a measure of disrespect for the leaders on campus, and has resulted in a lack of crucial information flow on campus. Last but not least, in a measure that has hampered faculty's ability to communicate with each other en masse, President Kelly has removed access to the all-faculty listserv from UWG faculty and even from many individuals in other offices across campus, such as HR. While regulations over the use of the all-faculty listserv were in existence before, President Kelly's

extreme restrictions on access of faculty to the all-faculty listserv are unprecedented in the history of UWG.

8. New Strategic Plan: Without consulting any faculty members, President Kelly proposed a new strategic plan for the university on August 5, formulated its foundational principles (three pillars) himself, and presented them to the public in an hour-long presentation on August 11. These dates are significant because the committee (or steering team) was announced on August 21, considerably after the pillars were discussed in a video on the 5th and in greater detail on the 11th. Faculty across campus have voiced multiple concerns about this plan. First, the title of the plan "Becoming UWG" is deeply offensive to faculty who have dedicated their careers to this university, and have seen it thrive and grow. Second, the work on the plan has, to date, not consulted the Faculty Senate's Institutional Planning Committee, under whose purview the development of a new strategic plan falls. While Interim Provost Jenks has noted that the committee will be consulted after a draft of the plan has been written, this does not fulfill the requirements of the Senate committee's task. Third, the committee tasked with the work on the new strategic plan includes only one full-time faculty member. Furthermore, it was only after the committee had been publicly announced, and after significant objections from the faculty, that President Kelly agreed to add a single representative to the committee from CACSI, the largest academic unit on campus at this time. Last but not least, while President Kelly's own justification for this planning process has been that it will maximize the number of faculty involved in the process, the committee's work to date has involved hand-selecting very few faculty for focus groups, and no open invitations to all faculty to participate in the process have been offered. Worse, when he was specifically asked to respond to these concerns, he sent a written response that further offended many faculty because it did not accurately represent UWG's history – it falsely claimed that "stakeholder-based strategic planning… may be a process that is new to UWG." In this process, President Kelly has demonstrated yet again that he does not want to hear candid faculty voices, and has no regard for university history or tradition.

9. Campus Climate: One of the most significant concerns for many faculty who have been at this university for a number of years has been the dramatic shift in campus climate since President Kelly's arrival in March 2020. President Kelly's disregard for faculty voices has created a culture of fear, in which many fear retaliation if they voice concerns openly, rather than anonymously. The president's treatment of Dean McIntyre and of the faculty member whose case is mentioned in #6 above show that these fears are not unfounded. If this is the degree of damage that President Kelly has been able to bring upon this campus in merely six months, what will be the impact of his leadership for a year or more?

10. President Kelly's Response to Faculty Concerns: When faculty have attempted to engage with President Kelly in dialogue on these matters and discuss their concerns with him in public forums, he has resisted such efforts either by leaving all of the discussion to the Provost (as occurred at the September 11th Faculty Senate meeting), or by insisting that he would prefer to answer questions only in writing, but then issuing only vague or generic responses that did not address faculty concerns. Furthermore, in several instances when senior faculty members on campus have emailed Dr. Kelly, he has not responded to the emails at all. Last but not least, President Kelly refused twice, despite the request of the faculty, to call a special meeting of the Faculty Senate to discuss faculty concerns. This is in direct violation of Article III.A in Policies

and Procedures, which states: “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.” At least five senators and ten general faculty members requested in writing a special meeting to discuss faculty concerns during the 09/11/2020 meeting of the Faculty Senate. In addition, five senators personally wrote to the President to request such a meeting. The President waited a full week before informing the Faculty Senate Chair that he will not call this meeting.