Memorandum

To: General Faculty

Date: January 20, 2021

Regarding: Faculty Senate Agenda for January 22, 2021 via Zoom

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1. Call to Order

2. Roll Call

3. Minutes

   A) The December 4, 2020 Meeting Minutes were approved electronically on December 10, 2020.

4. Administrator Reports

   A) Report from the Provost

5. Committee Reports

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

Action Items: (**Addendum I**)

   A) College of Arts, Culture, and Scientific Inquiry

      1) Department of Anthropology, Psychology, and Sociology

         a) PSYC 8887 – Advanced Practicum in Psychology

            Request: Modify

         b) PSYC 9087 – Teaching Practicum

            Request: Modify

         c) Psychology, Ph.D.

            Request: Modify

         d) SOCI 6286 – Internship

            Request: Modify

Information Items:

   A) University College

      1) Post-Baccalaureate Certificate in European Union Studies

         Request: Terminate

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

Information Item:

    A) UWG Calendar Committee Liaison Report

Committee X: Rules Committee (Angela Branyon, Chair)

Action Items: (**Addendum II**)

    A) UWG *Policies and Procedures Manual*

        1) Article IV, Section 2.A.

           Request: Modify

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

Information Item:

    A) SEI Faculty Survey Reminder

6. Old Business

7. New Business

    A) Resolution in Response to the January 6, 2020 Assault on the US Capitol (**Addendum III)**

    B) President's Responses to Fall 2020 Faculty Senate Meeting Minutes

8. Announcements

    A) New Procedure for Processing Faculty Search Applications, Terri Walthour and Rodney

        Snider, Human Resources (**Addendum IV**)

9. Adjournment

Addendum I

PSYC - 8887 - Advanced Practicum in Psychology

2021-2022 Graduate Revise 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.

Proposed Modifications (Check all that apply)*

- ☐ Course Title
- ☐ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☐ Catalog Description
- ☑ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester* `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.

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

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

Is this a School of Nursing course? * ○ Yes ● No

Is this a College of Education course? * ○ Yes ● No

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

List of Faculty Senate Action and Information Items

Course Information

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.

> **Course Prefix (cannot be modified. Must add/delete course)**
> **Course Number (cannot be modified. Must add/delete course)**
> **Course Title**
> **Course Type (do not modify)**
> **Catalog Course Description**
> **Prerequisites/Corequisites**
> **Frequency**
> **Grading**
> **Credit Hours**
> **Status (Active means that it will be visible in the catalog and Inactive will be hidden)**

Course Prefix*		Course Number*	8887
	PSYC		

Course Title* Advanced Practicum in Psychology

Long Course Title Advanced Practicum in Psychology

Course Type - DO NOT EDIT* Psychology

Catalog Course Description* Post-master's-level supervised practicum in an applied setting.

Prerequisites * none

Corequisites* none

Frequency - How many semesters per year will this course be offered?	1		Grading	Graduate Standard Letter

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

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

Lec Hrs 0

Credit Hrs 3.0

Lab Hrs 1.0 - 3.0

Status* ⦿ Active-Visible ◯ Inactive-Hidden

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

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

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

☑ Yes

☐ No

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

Justification and Assessment

What is the rationale for the requested course changes? *

A. Catalog Description:
The current description for PSYC 8887 allows to repeat the course for credits: "Post-master's-level supervised practicum in an applied setting. May be repeated for credit. "

The PhD Committee voted to not allow for repetition for credits. This corresponds to the best practice of many years and shall now be reflected in the catalog.
The new description is thus without the second sentence.
B. Change in Credit Hours:
The PhD Degree requires two courses to be taken by students who are granted our stipend in order to prepare them to teach an undergraduate class from their second year on. The first course is offered each spring: PSYC 9087 Teaching Practicum; the second course, building on the first one, is offered each fall and occurs in parallel the students starting to teach, it is PSYC 8887 Advanced Practicum in Psychology.
So, both courses together build the basis to the PhD teachers' work.
PSYC 8887 has presently a variable amount between 1-3 Credit Hours, while PSYC 9087 has 4 Credit Hours.
At the end of last year, the PhD Committee in consultation with the former Department Chair and colleagues involved closely in training the PhD students toward teaching voted to continue with the best practice followed for many years, which amounts to a total of 6 credits between both courses (4+2); additionally, the Committee voted to even that total of 6 between the two semesters and thus to assign 3 Credit Hours to each of these two courses taught in a row (3+3).
The reasons are:
a) fairness for all students: avoiding different total loads of Credit Hours between the two courses that can still emerge from the current language (e.g. 4+3, or 4+1, or 4+2);
b) transparency towards the students' workload from the start;
c) acknowledging the need of novice teachers for regular and continuous feedback and other complex work about their actual teaching that requests more than 2 hours per week: this, in turn, means that the fall course PSYC 8887 must be fixed to 3 Credit hours and PSYC 9087 reduced from 4 to 3 Credit Hours. See also my first proposal about PSYC 9087.

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

Psyc 8887/Advanced Practicum/Fall, XXX

Course Description

This course is designed to help you develop your teaching philosophy along with the relevant course materials, teaching strategies, and assessments to begin formal instruction of undergraduate students. We will focus on four aspects of the teaching profession: a) course planning & management (e.g., syllabus construction, textbook selection, class rules, grading rubrics), b) teaching philosophy and technique, c) navigating contemporary university culture, and d) professional growth & self-care.

Course Format and Your Role

This course will primarily be a seminar class with some oral presentations and group problem-solving activities. The course, and your performance in it, will be optimal if you prepare for class by doing any assigned readings, complete scheduled assignments, and come to class each day.

Course Objectives

You will:

- Assemble and employ the requisite tools for teaching an undergraduate university course, including effectively delivering lectures, facilitating group dynamics, assessing student learning, and quickly adjusting to emerging problems in the class.
- Apply pedagogical techniques consistent with your articulated teaching philosophy.
- Construct, implement, and evaluate a plan for professional growth and self-care for the teaching profession.
- Redesign your PSYC 1101 syllabus considering ongoing feedback from students, suggestions from PSYC 8887 instructor, and assigned course readings.

Text

We will be reading Paul Hanstedt's *Creating Wicked Students* and Bill Coplin's *The Happy Professor*. You will need to purchase a copy of both books.

Grading

Your grade will be based upon your performance on several assignments listed below. I would suggest trusting the process and being a good sport. Unless otherwise specified, ALL written work is to be typed on 8.5 X 11-inch paper with 1 inch margins all around. Please also use 12-point font. All in all, here is the breakdown of your grade out of 100 points:

Check-In Forms (29)	58 pts
Adoption Plan & Discussion	16 pts
Redesign Plan & Discussion	16 pts
Personal Growth Plan & Discussion	10 pts

Late work will be docked a letter grade for each 24 hours the paper is late. I will only make exceptions for penalties for late work if you provide a documented (note from a doctor) medical emergency pertaining to yourself alone (not friends or family). I will not accept a note simply saying you had an appointment; the note needs to explicitly excuse you from class on the dates in question for medical reasons.

Special Needs

If you have a registered disability that will require accommodation from me, please see me at the beginning of the semester.

Support for courses

CourseDen D2L Home Page	**Student Services**
D2L UWG Online Help (8 AM – 5 PM) Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423	**Distance Learning Library Services** **Ingram Library Services**
University Bookstore	**Accessibility Services** 678-839-6428 counseling@westga.edu

Class Schedule

Date	*Assignment/Topic*
8/12	Syllabus review; what is a check-in? how class will work; student interests
8/17	Check in and discussion
8/19	Check in and discussion (read Coplin, pp. ix-15)
8/24	Check in and discussion (apply Coplin read in check-in as per instructs.)
8/26	Check in and discussion (read Coplin, pp. 17-41)
8/31	Check in and discussion (apply Coplin read in check-in)
9/2	Check in and discussion (read Coplin, pp. 43-66)

9/9	Check in and discussion (apply Coplin read in check-in)
9/14	Check in and discussion (read Coplin, pp. 67-88)
9/16	Check in and discussion (apply Coplin read in check-in)
9/21	Check in and discussion (read Coplin, pp. 89-111)
9/23	Check in and discussion (apply Coplin read in check-in)
9/28	Check in and discussion (read Coplin, pp. 113-136)
9/30	Check in and discussion (apply Coplin read in check-in)/Adoption Plan and Discussion due 10/1
10/5	Check in and discussion (read Hanstedt, pp. 1-27)
10/7	Check in and discussion (apply Hanstedt read in check-in as per instructs.)
10/12	Check in and discussion (read Hanstedt, pp. 27-49)
10/14	Check in and discussion (apply Hanstedt read in check-in)
10/19	Check in and discussion (read Hanstedt, pp. 49-72)
10/21	Check in and discussion (apply Hanstedt read in check-in)
10/26	Check in and discussion (read Hanstedt, pp. 73-92)
10/28	Check in and discussion (apply Hanstedt read in check-in)
11/2	Check in and discussion (read Hanstedt, pp. 93-114)/Personal Growth Plan due
11/4	Check in and discussion (apply Hanstedt read in check-in)
11/9	Check in and discussion (read Hanstedt, pp. 114-131)
11/11	Check in and discussion (apply Hanstedt read in check-in)
11/16	Check in and discussion (read Hanstedt, pp. 131-151)
11/18	Check in and discussion (apply Hanstedt read in check-in)
11/23	Check in and discussion (read Hanstedt, pp. 153-166)

11/25   Check in and discussion (apply Hanstedt read in check-in)

11/27   Formal Revision and Discussion due

REQUIRED ATTACHMENTS

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

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

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

Syllabus* ☑ I have attached the syllabus.

☐ N/A

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate

◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 6

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

☑ No

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

Fee Justification* N/A

Administrative Use Only - DO NOT EDIT

Course ID* 16

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PSYC - 9087 - Teaching Practicum

2021-2022 Graduate Revise Course Request

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Proposed Modifications (Check all that apply) *	☐ Course Title
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	☑ Credit Hours
	☐ Student Learning Outcomes
	☐ Restrictions
	☐ Frequency of Course Offering
	☐ Grading Structure
	☐ Course Fee
	☐ Repeat for Credit
	☐ Other

If other, please identify.	

Desired Effective Semester *	Fall

Desired Effective Year *	2021

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

Is this a School of Nursing course? *
◯ Yes ⦿ No

Is this a College of Education course? *
◯ Yes ⦿ No

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⦿ Yes ◯ No

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- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* PSYC

Course Number* 9087

Course Title* Teaching Practicum

Long Course Title

Course Type - DO NOT EDIT* Psychology

Catalog Course Description* Development of expertise as a teacher in both academic and psycho-educational settings.

Prerequisites * none

Corequisites* none

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

Grading Graduate Standard Letter

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

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

Lec Hrs 0

Credit Hrs 3

Lab Hrs 0

Status* ⦿ Active-Visible   ◯ Inactive-Hidden

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Restrictions
Repeat for Credit

Cross-listing

Restrictions

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

☐ Yes

☑ No

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

N/A

Justification and Assessment

What is the rationale for the requested course changes?*

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So, both courses together build the basis to the PhD teachers' work.

PSYC 9087 has presently 4 Credit Hours while PSYC 8887 has a variable amount between 1-3 Credit Hours.

At the end of last year, the PhD Committee in consultation with the former Department Chair and colleagues involved closely in training the PhD students toward teaching, voted to continue with the best practice followed for many years, which amounts to a total of 6 credits between both courses (4+2); additionally, the Committee voted to even out that total of 6 between the two semesters and thus to assign 3 Credit Hours to each of these two courses taught in a row (3+3).

The reasons are:
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c) acknowledging the need of novice teachers for regular and continuous feedback and other complex work about their actual teaching that requests more than 2 hours per week for PSYC 8887 in the fall they start teaching: this, in turn, means that the fall course PSYC 8887 must be fixed to 3 Credit hours and PSYC 9087 reduced from 4 to 3 Credit Hours. See also my second proposal about PSYC 8887;
d) reducing PSYC 9087 of 1 credit hours amounts to a transfer of this credit hour to PSYC 8887. The total is still of 6 hours and corresponds to a right-sizing of both courses with regard to work done that matches the respective credit hours.

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

--

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Planning Info* ◉ Library Resources are Adequate

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Present or Projected Annual Enrollment* 6

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes ☑ No

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

Fee Justification* N/A

Administrative Use Only - DO NOT EDIT

Course ID* 16

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Psyc 9087/Teaching Practicum/Spring, XXX

Course Description

        This course is designed to help you develop your teaching philosophy along with the relevant course materials, teaching strategies, and assessments to begin formal instruction of undergraduate students. We will focus on four aspects of the teaching profession: a) course planning & management (e.g., syllabus construction, textbook selection, class rules, grading rubrics), b) teaching philosophy and technique, c) navigating contemporary university culture, and d) professional growth & self-care.

Course Format and Your Role

        This course will be a mix of lecture, seminar, class discussions, role-play, oral presentations, and group problem-solving activities. The course, and your performance in it, will be optimal if you prepare for class by doing any assigned readings, complete scheduled assignments, and come to class each day. I will think of this group as a "teaching team" who will all—including me—work together to plan and teach a PSYC 1101 course in the Fall of 2021.

Course Objectives

Students will:

- Assemble and employ the requisite tools for teaching an undergraduate university course, including composing a syllabus, designing assignments, and constructing assessments.
- Develop a preferred teaching philosophy and techniques consistent with that philosophy.
- Evaluate contemporary university culture in the light of your teaching philosophy and pedagogical values.
- Construct a plan for professional growth and self-care for the teaching profession.
- Articulate and employ the 7 major perspectives of psychology to common human behaviors, situations, and struggles
- Critically evaluate and shift among the 7 major perspectives when required

Text

        We will be reading Lukianoff & Haidt's *The Coddling of the American Mind* along with many resources on reserve. You will need to purchase the *Coddling* book.

Grading

        Your grade will be based upon your performance on several assignments listed below. I would suggest trusting the process and being a good sport. Unless otherwise specified, ALL written work is to be typed on 8.5 X 11-inch paper with 1 inch margins all around. Please also use 12-point font. Given that I strongly believe that you learn not only from me, but from each other, it is very important that you show up to class. When you are gone, it is like one of the teachers is out. All in all, here is the breakdown of your grade out of 100 points:

Philosophy of Teaching Statement (3 versions)   3 pts
Seminar Reflections (12)   6 pts
Always Wondered Why Presentation and Analysis (2)   6 pts
Learning Outcomes   1 pts
Syllabus Draft 8 pts
Icebreakers/First Day Script 2 pts
Essay and Multiple-Choice Questions   2 pts
Paper Assignment and Grading Rubric   3 pts
Offer Feedback on a Paper   3 pts
Lesson Plan   10 pts
Teach a Topic 10 pts
Teaching Observations and Feedback (2)   12 pts
Self-Care Plan 14 pts
Contemporary Academic Problem Paper   20 pts

Late work will be docked a letter grade for each 24 hours the paper is late. I will only make exceptions for penalties for late work if you provide a documented (note from a doctor) medical emergency pertaining to yourself alone (not friends or family). I will not accept a note simply saying you had an appointment; the note needs to explicitly excuse you from class on the dates in question for medical reasons.

Please carefully review the following information at this link https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Special Needs

If you have a registered disability that will require accommodation from me, please see me at the beginning of the semester.

Support for courses

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University Bookstore	**Accessibility Services** 678-839-6428 counseling@westga.edu

Class Schedule

1/6   Introductions, goals of course, syllabus, procedures, "I've always wondered why" questions.

1/7   Type and upload **Philosophy of Teaching statement #1** to courseden by midnight 1/7

1/8   A. 7 theories and Burning Questions; C. Read Coddling, Chapter 1 (**bring guided reflection**)

1/13   A. Listen to online presentations on Humanistic Psychology, Transpersonal Psychology, and Critical Psychology; A. Read Chapter 2 from Wicked (on courseden); A. Complete and **bring a copy of the Teaching Goals Inventory** (on courseden)

1/15   A. **Write and hand in 4 learning outcomes for class based on Wicked 2**; C. Read Coddling, Chapter 2 (**bring guided reflection**)

1/22   A. **Wondered Why #1 presentation due;** D. Read Chapters 1-2 in Boundaries and Relationships (on courseden)

1/27   A. Read Chapter 3 from Wicked (on courseden); C. Read Coddling, Chapter 3 (**bring guided reflection**)

1/29   A. **Wondered Why #2 presentation due**; D. Read Chapters 11-12 from Boundaries and Relationships (on courseden)

2/3   A. **Hand in sample exam questions (multiple choice);** D. Read Coddling, Chapter 4 (**bring guided reflection**)

2/5   A. **Hand in sample essay question**; D. Read Chapter 15 from Boundaries and Relationships (on courseden)

2/10   A. **Make paper assignment and grading rubric**; D. Read Coddling, Chapter 5 (**bring guided reflection**)

2/12   A. Classroom policies (cell phone, behavior, attendance, seating, other rules); elements of the syllabus

2/17   A. **Syllabus draft due**; D. Read Coddling, Chapter 6 (bring guided reflection)

2/19   D. Contemporary problems and concerns in the university

2/24   D. Read Coddling, Chapter 7 (**bring guided reflection**)

2/26   A. **Hand in and share first day script and icebreakers**; D. Professional Growth (course evaluations, peer feedback, professional improvement reading; support networks,

conferences, balancing scholarship and teaching; time for writing; time for course preparation; management; how to write; service to the institution)

3/2   A. **Philosophy of Teaching statement #2 due in class**; D. Read Coddling, Chapter 8 (**bring guided reflection**)

3/4   A. **Hand in and share draft of lesson plan**

3/9   A. Giving feedback on a paper; D. Read Coddling, Chapter 9 (bring guided reflection)

3/11   A. **Hand in and discuss sample feedback on paper**; D. The aliveness agenda

3/23   A. **Teach a topic in class (next 4 classes)**; A. **Observe a peer teaching**; A. **Give feedback to a peer**; A. **Get feedback from a peer**; D. Read Coddling Chapter 10 (**bring guided reflection**)

3/25   C. Read "Stages of Faculty Development" on courseden; D. Self-care plan

3/30   A. How to use courseden; D. Read Coddling, Chapter 11 (**bring guided reflection**);

4/1   D. Read "A Letter to a New Faculty Member" on courseden (**bring guided reflection**)

4/6   D. Read "Lived Experiences of New Faculty: Nine Stages of Development Toward Learner-Centered Practice" on courseden; D. Read Coddling, Chapter 12 (**bring guided reflection**)

4/8   A. Read "Developmental Sequence in Small Groups" on courseden;

4/13   A. Read "Conclusion" of *Igen* on courseden; D. Read Coddling, Chapter 13

4/15   A. Read "How to Think" on courseden

4/20   D. Read "Conclusion" of Coddling; D. **Self-Care Plan due**

4/22   D. Professional Growth and Development

4/26   **Upload Philosophy of Teaching Statement #3 to courseden by 11:59 PM**

4/27   Conclusion to the course; C. **Contemporary Problem papers due**

Psychology, Ph.D.

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
- ☑ Program Curriculum
- ☑ Other

If other, please identify. Changing the total credit hours requred for graduation to PhD from 60 to 64 by using an existing course.

Desired Effective Semester* Fall

Desired Effective Year* 2021

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Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> 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 Anthropology, Psychology, and Sociology

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* Psychology, Ph.D.

Program ID - DO NOT EDIT* 16

Program Code - DO NOT EDIT

Program Type*
Doctorate

Degree Type*
Doctorate in Philosophy

Program Description* The Ph.D. program in Psychology offers an in-depth analysis of the intersection between consciousness and society. This analysis is informed by three foundational theoretical approaches: Humanistic, Transpersonal, and Critical Psychologies. -This foundation provides the reflexive and reflective anchor for our students' scholarly trajectory in the development of their own research interests. The humanistic existential tradition provides a phenomenological grounding of consciousness while interrogating relevant research in psychology and other disciplines, from philosophy to the neurosciences. The transpersonal approach extends this analysis to include the spiritual dimensions of psychological life informing mind/body studies, integrative health, and the farther reaches of human existence. The critical traditions examine the historical position of the discipline as well as cultural representations and practices, situating the constitution of consciousness and subjectivity within discursive, social, and institutional contexts. In addition, the program emphasizes rigorous training in qualitative research methodologies, creatively addressing the relationship between theory and praxis through ethically informed and engaged modalities of research.

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Program Location*
Carrollton

Curriculum Information

Prospective Curriculum*

Program Description

The Ph.D. program in Psychology offers an in-depth analysis of the intersection between consciousness and society. This analysis is informed by three foundational theoretical approaches: Humanistic, Transpersonal, and Critical Psychologies. -This foundation provides the reflexive and reflective anchor for our students' scholarly trajectory in the development of their own research interests. The humanistic existential tradition provides a phenomenological grounding of consciousness while interrogating relevant research in psychology and other disciplines, from philosophy to the neurosciences. The transpersonal approach extends this analysis to include the spiritual dimensions of psychological life informing mind/body studies, integrative health, and the farther reaches of human existence. The critical traditions examine the historical position of the discipline as well as cultural representations and practices, situating the constitution of consciousness and subjectivity within discursive, social, and institutional contexts. In addition, the program emphasizes rigorous training in qualitative research methodologies, creatively addressing the relationship between theory and praxis through ethically informed and engaged modalities of research.

Mission Statement of the Program

Grounded in humanistic, transpersonal, existential, phenomenological, dialogical, and critical perspectives, our mission is to provide a doctoral educational experience that allows our students to develop: (a) an awareness of consciousness as embodied-being-in-the-world-with-others-through- time; (b) mastery of human science approaches to consciousness studies; (c) a transdisciplinary conceptualization of human beings as cohabitating personal, intersubjective, socio-cultural and political contexts; (d) an attunement for further developments in our understanding of consciousness, including how inter-relatedness lives in perception and language, in mind/body studies, in social and in ecological contexts, and in its historical conceptions; (e) facility in engaging cutting edge theory and research; and (f) knowledge of how to make original contributions to scholarship and practice. Students will demonstrate achievement of these objectives as they: (a) cultivate the ability to conduct human science research; (b) work toward becoming thoughtful and masterful educators; (c) make progress in their oral and written communications; (d) develop a broad mastery of literature relevant to sociality and consciousness; (e) pursue expertise in relation to specialized research interests; (f) enhance their ability to think critically and engage in flexible problem solving; (g) listen attentively, communicate effectively, and work collaboratively; and (h) creatively facilitate transformations in a global society.

Program Logistics

Admissions:

Students will be admitted for the fall semester only. Applicants with a Bachelor's degree will be considered; however, a graduate degree is strongly preferred. Those with degrees outside of psychology are encouraged to apply. Additional courses in the Department of Psychology at the University of West Georgia may be required due to disciplinary background or level of educational attainment (see below). Guidelines for Admittance: · All graduate applicants must complete the online Graduate Application. A one-time application fee of $40 is required. Please visit https://westga.elluciancrmrecruit.com/Apply/Account/Login?ReturnUrl=%2fApply · Applicants should also review the Graduate Studies Website for individual program specific requirements and tasks that must be completed prior to admission. See Graduate Studies Application Process at https://www.westga.edu/academics/gradstudies/apply-now.php · International applicants are subject to additional requirements and application deadlines. See the International Students Admissions & Programs at https://www.westga.edu/academics/isap/index.php · Official transcripts from a regionally or nationally accredited institution are required and should be sent directly to the UWG Admissions Office. Program Specific Admittance Guidelines: · Three letters of recommendation. Academic letters are preferred although other professional letters will be accepted. · Official GRE Scores. There is no minimum but GRE scores will be considered in the applicant's profile and must be submitted. The program will not accept scores more than 5 years old. For more information about the GRE, please visit the web site at www.gre.org/gentest/. GRE scores should be sent directly to the Graduate Admissions Office using school code: 5900. · A current curriculum vitae listing contact information (including email address), educational background, employment history, awards and recognitions, presentations, etc. · A reflective essay describing why you are drawn to this particular program and how you understand the relation of consciousness and society. The essay should include a statement of how you imagine the program will contribute to your future plans. · A description of a potential research project following a template, please visit https://www.westga.edu/academics/coss/psychology/phd-prospective-students.php · A writing sample: an academic paper is highly preferred but other formats are acceptable. The word limit is 8,000 words, all inclusive (including references, etc.). For additional information please visit also the program website at: https://www.westga.edu/psydoc/ or visit the Graduate Studies page at https://www.westga.edu/academics/program_page.php?program_id=102.

Preparation for the doctoral program:

Those with degrees in non-related fields or without a Master's degree may be required to complete twenty hours of coursework, which may include PSYC

required to complete twenty hours of coursework, which may include PSYC 6000 - Foundations of Humanistic Psychology and PSYC 6021 - Psychology as Human Science . Other courses can be determined in consultation with faculty. Courses taken at the 7000 level can be taken for Masters level credit or doctoral credit but not both. Those admitted under the condition of having to take additional courses typically finish the preparatory sequence before entering 8000 level courses.

Matriculation:

Students admitted directly to the doctoral program should expect at least one year of full time attendance. After one year, students may be allowed to change to part time status. The program must be finished within eight years.

Financial Aid and Stipends:

The Department can offer a limited number of stipends for graduate research/teaching assistantships. The department also offers some out of state tuition waivers. See application form for requirements for consideration for such waivers and stipends. Further financial aid may be available through the financial aid office. During their first year, students who receive a stipend and tuition waiver will serve as graduate research assistants and enroll in PSYC 9087 (Teaching Practicum). During the second year, students who have passed Teaching Practicum will be eligible for a teaching assistantship and enroll in PSYC 8887 (Advanced Teaching Practicum). Graduate Teaching Assistants (GTA's) starting with teaching in their second year are strongly encouraged to attend the Faculty Orientation Day in August, which is delivered by the Center for Teaching and Learning at UWG. GTA students are expected to teach one face to face course each semester during the second and third years. Financial assistance is contingent on fulfillment of this expectation. Exceptions are limited to those with a documented physical or mental health or family emergency or government obligation (e.g., jury duty, military service), or grant obligation that would impede teaching for a complete semester. Students are expected to fulfill their obligation to teach a course assigned to them. A course may not be cancelled by the PhD instructor 8 weeks prior to the start of enrollment for that semester.

Program of Study

[New Header same size as "Credits Breakdown for Coursework:] Total Credit Hours for Course Work and Dissertation The total number of Credit Hours required for graduation is 64. Of these, coursework must total 60 credit hours. This includes PSYC 9002 - Doctoral Qualifying Seminar. The remaining 4 Credits Hours are obtained through enrollment in PSYC 9999 - Dissertation.

Credits Breakdown for Coursework

1. Earn 60 credits in approved doctoral level courses. These requirements are in accordance with prevailing standards for psychology doctoral programs. 2. At least 48 credits must be attained from the Psychology Department. 3. The remaining 12 credits to be applied towards the degree requirements may, upon approval from the director of the PhD program, be comprised of coursework from other universities or from other departments at the University of West Georgia. These classes have to be related to the PhD Program Consciousness and Society and to the dissertation work as determined by the director. The director's approval must to be sought for before the class is taken. 4. Of these 12 credits taken outside of the Department of Psychology, only 9 may be from another university under the provision that they have not been used toward another degree 5. At least 32 credits must consist of courses numbered 8000 or above. The remainder may include courses numbered 7000 or above. 6. Transfer credits are addressed in the specified section of the catalog under General Academic Policies. 7. All required course credits are 4 hours with the exception of PSYC 9002 (which is 2 hours) and the two courses for Teaching Assistants (which are 3 hours respectively). 8. Students may accumulate up to 9 hours of credit for Independent Study (PSYC 8581), available in areas for which there is no existing coursework and following the Graduate School guidelines for Independent Study. Up to 9 of the Independent Study credits count towards the 32 credits needed at the 8000 level. Anything in excess of 9 does not count towards the 60 hours required. 9. Earn credit for the following required courses named below. Other 8000 level courses require permission of instructor if required doctoral courses have not been completed. 10. Required 60 hours do not include dissertation hours.

Required Courses

Take all three core courses:

PSYC 8000 Consciousness and Experience
PSYC 8001 Culture and Subjectivity
PSYC 8002 Studies in Mind-Body

Take one of the following foundations courses:

PSYC 7004 Historical Foundations of

Psychology

PSYC 8007 Critical Foundations of Psychology

PSYC 8008 Humanistic Foundations of Psychology

PSYC 8009 Transpersonal Foundations of Psychology

Take the following course to research methods:

Besides the required research methods class PSYC 8005, students will take or must have taken a graduate class in quantitative methods and approaches; if at a level below 7000, such a class cannot count towards the required 60 credit hours. Courses used to fulfill this requirement must be approved by Director and Chair.

PSYC 8005 Human Science Methodologies

Required for Teaching Assistants

All teaching assistants are required to take the following two courses:

PSYC 9087 Teaching Practicum

PSYC 8887 Advanced Practicum in Psychology

[After] The credits of these classes count towards the required 60 credit hours.

Additional Requirement: Comprehensive Exam

Students must demonstrate readiness to advance to doctoral candidacy by successfully passing PSYC 9002 - Doctoral Qualifying Seminar (2 Credit Hours).

Doctoral Thesis

[Please add header same size as "Dissertation Committee":] Dissertation Hours: After completing coursework and PSYC 9002 - Doctoral Qualifying Seminar and while working towards their dissertation, students must take a minimum of 4 Credit Hours of PSYC 9999 - Dissertation. Dissertation Committee: Before beginning the dissertation proposal, the student should choose a dissertation Chair and committee. The committee should be comprised of 1) a dissertation Chair, who is primarily responsible for the direction of the dissertation and who will be a full-time member of the Department and a member of the Graduate faculty and 2) two faculty members with full-time graduate faculty credentials, one of which may be from outside

the Department. The student may also request a fourth member, or external reader, from an outside Department or University. Upon forming the

dissertation committee, the student must arrange an initial meeting with the Chair to establish the timetable for the proposal and dissertation. The dissertation committee will work with the student while the dissertation proposal is started, and the names of committee members and proposal title will be given to the designated department administrator. All members of the committee should be kept informed as to the progress of the proposal and of the dissertation at regular intervals. Any changes in committee membership should be followed by notification of all members and the department administrator. Dissertation Proposal The nature of the dissertation proposal will reflect the type of dissertation undertaken by the student as approved by the dissertation Chair. Dissertation Proposal Defense: Once the proposal is finished, the dissertation committee will meet with the candidate to determine feasibility and scholarship of the proposed project. During the meeting, the committee will suggest revisions and evaluate the viability of the candidate's dissertation project. Approved dissertation proposals will be filed with the proper administrative office. Upon approval and filing of the dissertation proposal, the student is officially admitted to candidacy. The proposal defense will be open to any interested faculty. Dissertation Defense Following approval of the doctoral dissertation by the dissertation committee, the student will give an oral presentation followed by a question-and-answer period led by the student's advisor. The dissertation defense is open to the public.

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> 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 <u>here</u> for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

Step 2 - Adding New Courses

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Justification and Assessment

Rationale* The PhD Degree is changing its total number of Credit Hours required for graduation from 60 to 64. The course work must total 60 credit hours. This remains unchanged, as well as the curriculum.

The remaining 4 Credits Hours are obtained through enrollment in "PSYC 9999 - Dissertation", which is an existing course.

This change is necessary to align with other PhD programs and degrees and be in compliance with SACSCOC.

The change herewith proposed does not change anything in the actual curriculum nor in the program description nor in the assessment schema.

For the language to use in the catalog, including new sub-headers, please see attachment for clarification.

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

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 <u>one</u> 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.

/

PhD Degree in Psychology, Curriculog Fall 2020:

change from 60 to 64 total hours required for graduation.

Please use the language marked in blue along with the new sub-header

Text for the Catalog, changes needed in two places, excerpts are marked by a dotted line:

1:
Under existing header "Program of Study" please insert a new Sub-Header "Total Credit Hours for Coursework and Dissertation"

- -

Program of Study

Total Credit Hours for Coursework and Dissertation

The total number of Credit Hours required for graduation is 64. Of these, coursework must total 60 credit hours. This includes PSYC 9002 - Doctoral Qualifying Seminar. The remaining 4 Credits Hours are obtained through enrollment in PSYC 9999 - Dissertation.

- -

2:
Under existing header "Doctoral Thesis", please insert new sub-header "Dissertation Hours:"

- -

Doctoral Thesis

Dissertation Hours:

After completing coursework and PSYC 9002 - Doctoral Qualifying Seminar and while working towards their dissertation, students must take a minimum of 4 Credit Hours of PSYC 9999 - Dissertation.

- -

Thank you very much,
Marie-Cecile Bertau

Academic Year
Program Map
Psychology, PhD

YEAR 1

TERM 1 = FALL (1)		TERM 2 = SPRING (2)	
Course	**Credits**	**Course**	**Credits**
PSYC 8000 Consciousness & Experience	4	PSYC 8002 Studies in Mind/Body (**spring even**)	4
PSYC 8001 Culture & Subjectivity (**fall even**)	4	PSYC 8007,08,09/7004: One of the Foundations course (**spring even**)	4
Any 8000-level elective	4	PSYC 9087 Teaching Practicum	3
Any 7000-level elective	1-4	PSYC 7810 Research Workshop 1 (Writing)	1
PSYC 8005 Human Science Methodologies (**fall odd**)	4	Any 8000-level elective	4
SEMESTER TOTAL	9-12	SEMESTER TOTAL	9-12
Milestones		**Milestones**	
		• Craft Teaching Philosophy (PSYC 9087) – Portfolio • Craft text in PSYC 7810 – Portfolio • Present at SPARC	

YEAR 2

TERM 1= FALL (3)		TERM 2 = SPRING (4)	
Course	**Credits**	**Course**	**Credits**
PSYC 8001 Culture & Subjectivity (**fall even**)	4	PSYC 8002 Studies in Mind/Body (**spring even**)	4
PSYC 8887 Advanced Teaching Practicum	3	PSYC 8007,08,09/7004: One of the Foundations course (**spring even**)	4
PSYC 7810 Research Workshop 2 (Presenting)	1	PSYC 7810 Research Workshop 1 (Writing)	
PSYC 8005 Human Science Methodologies (**fall odd**)	4	Any 8000-level elective	4
		Any 7000-level elective	1-4
SEMESTER TOTAL	9-12	SEMESTER TOTAL	9-12
Milestones		**Milestones**	
• Craft presentation in PSYC 7810 – Portfolio • Start seeking advice for dissertation committee composition • Start teaching		• Craft text in PSYC 7810 – Portfolio • Present at SPARC and/or any other Conference • Present at Graduate Colloquium (Dept.) • Teaching	

YEAR 3				
TERM 1 = FALL (5)			**TERM 2 = SPRING (6)**	
Course	**Credits**		**Course**	**Credits**
PSYC 8584 Advanced Seminar	3-4		PSYC 9002 Qualifying Seminar	
Any 8000-level elective	4		Any 8000-level elective	4
Any 7000-level elective	1-4		Any 7000-level elective	1-4
PSYC 8581 Independent Study	1-4		PSYC 8581 Independent Study	1-4
SEMESTER TOTAL	9-12		SEMESTER TOTAL	9-12

Milestones	**Milestones**
• Present at Graduate Colloquium (Dept.) • Work on committee composition • Teach	• Pass successfully the Qualifying Seminar and completing the Portfolio • Finalize committee composition • Defense of Dissertation Proposal • Teach, last semester • Funding stops

YEAR 4				
TERM 1 = FALL (7)			**TERM 2 = SPRING (8)**	
Course	**Credits**		**Course**	**Credits**
Any 8000-level elective	4		Any 8000-level elective	4
Any 7000-level elective	1-4		Any 7000-level elective	1-4
PSYC 8581 Independent Study	1-4		PSYC 8581 Independent Study	1-4
PSYC 9999 Dissertation	1-4		PSYC 9999 Dissertation	1-4
SEMESTER TOTAL	*		SEMESTER TOTAL	*

Milestones	**Milestones**
• Present at Graduate Colloquium (Dept.) • Defense of Dissertation Proposal	• Work on Dissertation • Present at Conference(s)

Following terms: PSYC 9999 Dissertation, Credits 1-4, as needed and in term of dissertation defense.

Assessment Summary for AY18			
College	College of Social Sciences		
Degree	Doctor of Philosophy (PhD)		
Program	Psychology: Consciousness and		
Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion
Direct Measures			
Students will understand the three theoretical approaches to analyzing the intersection of consciousness and society: Humanistic, Critical, & Transpersonal.	2-C, 2-D	Students enrolled in PSYC 8007, 8008, and 8009 will be assessed along a 5 point continuum (see below).	The average student score should be higher than 4.0 and students should receive a letter grade of B or higher

1

2	Student will understand how to conduct qualitative research	2-C, 2-D	Students enrolled in PSYC 8005 will be assessed along a 5 point continuum (see below).	The average student score should be higher than 4.0 and students should receive a letter grade of B or higher.
3	Students will apply one of 1 of the 3 theoretical/methodological areas of study in Psychology.	2-C, 2-D	All students who defended a dissertation in the AY will be assessed along a 5 point continuum.	The average student score should be higher than 4.0 and all students should successfully defend their dissertation

4	Students will understand that their subjective accounting of an event is important to their ethical commitment as a psychologist.	2-C, 2-D	Students enrolled in PSYC 8000 will be assessed along a 5 point continuum (see below) .	The average student score should be higher than 4.0 and students should receive a letter grade of B or higher.

1	Students will understand the three theoretical approaches to analyzing the intersection of consciousness and society: Humanistic, Critical, & Transpersonal.	2-C, 2-D	The program director will administer a survey after the end of the academic year to all students graduating the program to evaluate their self-assessment of their mastery of each of the learning outcomes on a scale from low (1) to high (5).	The graduate faculty in the department define success as 80% of the respondents reporting a score of 4 or higher

2	Student will understand how to conduct qualitative research	2-C, 2-D	The program director will administer a survey after the end of the academic year to all students graduating the program to evaluate their self-assessment of their mastery of each of the learning outcomes on a scale from low (1) to high (5).	The graduate faculty in the department define success as 80% of the respondents reporting a score of 4 or higher
3	Students will apply one of 1 of the 3 theoretical/methodological areas of study in Psychology.	2-C, 2-D	The program director will administer a survey after the end of the academic year to all students graduating the program to evaluate their self-assessment of their mastery of each of the learning outcomes on a scale from low (1) to high (5).	The graduate faculty in the department define success as 80% of the respondents reporting a score of 4 or higher

Students will understand that their subjective accounting of an event is important to their ethical commitment as a psychologist.	2-C, 2-D	The program director will administer a survey after the end of the academic year to all students graduating the program to evaluate their self-assessment of their mastery of each of the learning outcomes on a scale from low (1) to high (5).	The graduate faculty in the department define success as 80% of the respondents reporting a score of 4 or higher

4

AY17	AY18	AY19	Justification of Success Criteria
100	100	73%	Students in this area of psychology must be skilled in application of theoretical and qualitative research knowledge for teaaching and/or research in the university or settings. An assessment score of 4.0 or higher and a grade of B is the minimum level of achievement acceptable in order to be successful.

100	100	NA	These are the research tools for the discipline. These tools can be applied to research settings in academia, industry and non-profit settings. An assessment score of 4.0 or higher and a grade of B is the minimum level of achievement acceptable in order to be successful.
100%	100%	100%	These are the basic requirements for a PhD degree

100%	100%	100%	This understanding is foundational to students' work in the field of Psychology. An assessment score of 4.0 or higher and a grade of B is the minimum level of achievement acceptable in order to be successful.
NA	NA	100%	As this is the first year collecting Indirect Measures, the faculty in the department felt that this was a reasonable standard with which to evaluate success based upon knowledge of past students and expectations of performance in the program

NA   NA   50%   As this is the first year collecting Indirect Measures, the faculty in the department felt that this was a reasonable standard with which to evaluate success based upon knowledge of past students and expectations of performance in the program

NA   NA   100%   As this is the first year collecting Indirect Measures, the faculty in the department felt that this was a reasonable standard with which to evaluate success based upon knowledge of past students and expectations of performance in the program

NA   NA   100%   As this is the first year collecting Indirect Measures, the faculty in the department felt that this was a reasonable standard with which to evaluate success based upon knowledge of past students and expectations of performance in the program

s each student's performance in the particular class noted:

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Interpretation & Use of Results

There where 11 students counted, their final paper in PSYC 7004 was assessed by the program director on the 5-pt scale each. This course addresses the historical foundations of the three theoretical approaches mentioned in the SLO. The number of 73% is explained by the fact the course assessed is not in the SLO-01 list of the rotating courses yet so that the teacher was not explictly aware of the SLO, although already well including it so the students still reached a good performance. Applying the 5 point scale, 73% of the students showed to achieve at least 4 points. This result will be used in the improvement plan in two ways: towards the measure itself and towards the success criterion. The new committee under the new director (AY 19) have been working on the program's structure to improve the students' academic development and performance. In particular, milestones are currently implemented that shall allow for faculty to guide students' research more effectively and for students to work in a more focused way on their professional development as researcher and to graduate successfully.

The assessment of this SLO is using two different assignments: 1) a final paper applying a particular qualitative method on a set of data; 2) a conference style presentation of the findings (available as digital presentation). The required course PSYC 8005 tied into this SLO, is offered only in fall of odd yeards, thus not in fall 2018. However, the same rationale applies as to SLO-1 in terms of the success criterion. Asssessment is conducted by the program director.

Assessement conducted by the program director applying the 5-point scale resulted in 100% of the Ph.D. candidates in AY 2019 who have successfully defended their dissertations applying one of the three theoretical/methodological areas of study in Psychology. In this case, the success criterion can be kept. The new committee under the new director (AY 19) have been working on the program's structure to improve the students' academic development and performance regarding professionalism in research and teaching. In particular, the milestones that are currently implemented allow for the students to focus earlier and more clearly on their research interest and its concrete implementation; this, in turn, shall allow for faculty to guide students' disseration-related research more effectively and for students to work more productively towards the completion of their thesis and graduation.

There where 6 students counted, their final reflective paper in PSYC 8000 was assessed by the program director on the 5-pt scale each. Applying the 5 point scale, 100% of the students showed to achieve at least 4 points. However, the success criterion needs improvement, since it is ambiguous. The new committee under the new director (AY 19) works on the program's structure to improve the students' academic development and performance regarding professionalism in research and teaching. In particular, milestones are currently implemented that shall allow for faculty to guide students' research more effectively and for students to work in a more focused way on their professional development as researcher and to graduate successfully.

There were only 2 respondants (of a possible of 4 graduates) to a survey so the graduate faculty and in consulation with the program director were cautious interpreting the data. Overall the scores indicated that the students assessed their mastery of this learning outcome favorably. Student strengths include not just exceeding the Success Criteria, but considerably exceeding it (both respondents reported a 5). Weaknesses include the small sample size and possibly the lack of follow-up questions in the survey instrument to assess more specific sub-criterion that support the overall Learning Outcome.

There were only 2 respondants (of a possible of 4 graduates) so the graduate faculty and in consulation with the program coordinator were cautious interpreting the data. Although the overall percentage of students reporting at least a 4 on the scale was 50%, a deeper analysis of the individual scores revealed that there was a very wide range of responses (a 1 and a 5). This indicates that students had very diverse opinions on this particular Learning Outcome and this may represent a deficiency in how well this outcome is achieved in classes and/or how well it is communicated to student.

There were only 2 respondants (of a possible of 4 graduates) so the graduate faculty and in consulation with the program coordinator were cautious interpreting the data. Overall the scores indicated that the students assessed their mastery of this learning outcome favorably.

There were only 2 respondants (of a possible of 4 graduates) so the graduate faculty and in consulation with the program coordinator were cautious interpreting the data. Overall the scores indicated that the students assessed their mastery of this learning outcome favorably.

Improvement Plan	Proposed Success Criterion
1. The course assessed is PSYC 7004 and needs to be included in the SLO list in order to have a reliable regular measurement succession when one of the four "foundation courses" is offered. 2. The success criteria used is ambiguous and needs improved definition, to do this, in AY20 we will a) remove the letter grade; b) modify the success criteria to "Applying the 5 point scale, success is defined by 80% of the students reaching a point of 4 or better." Additionally, based on the result 73%, the faculty said that success needs to be improved, with agreement that this is readily achieved by a clear communication of the specific SLO addressed by the courses, which makes the outcome also transparent to the students themselves. We hope to achieve this improved communication by a systematic and explicit SLO-orientation for faculty, i.e. communication of courses' SLO needs to be bettered in a sustainable way. This applies also to course syllabi making the SLO explicit throughout different assignments.	Applying the 5 point scale, success is defined by 80% of the students reaching a point of 4 or better.

The success criteria used is ambiguous and needs improved definition to do this, in AY20 we will remove the letter grade and modify the success criteria to "Applying the 5 point scale, success is defined by 80% of the students reaching a point of 4 or better." Additionally, the faculty agree that 80% of students reaching a point 4 and better is an appropriate expectation. We also plan to improve communication by ensuring systematic and explicit SLO-orientation for faculty, i.e. communication of courses' SLO needs to be bettered in a sustainable way. Further, the SLO has also to be made transparent to the students themselves (syllabi).	Applying the 5 point scale, success is defined by 80% of the students reaching a point of 4 or better.
The new committee under the new director (AY 19) will continue to work on the program's structure to improve the students' academic development and performance regarding professionalism in research and teaching. We hope the new milestones being implemented will allow for faculty to guide students' research more effectively and for students to work in a more focused way on their professional development as researcher and to graduate successfully.	Applying the 5 point scale, success is defined by 80% of the students reaching a point of 4 or better.

The new committee and new director will continue to work on the program's structure to improve the students' academic development and performance. The success criteria used is ambiguous and needs improved definition, to do this, in AY20 we will remove the letter grade measurement and modify the success criteria to "Applying the 5 point scale, success is defined by 80% of the students reaching a point of 4 or better." Further, the success must be ensured by a systematic and explicit SLO-orientation for faculty, i.e. communication of courses' SLO needs to be bettered in a sustainable way. Further, the SLO has also to be made transparent to the students themselves (syllabi).

Applying the 5 point scale, success is defined by 80% of the students reaching a point of 4 or better.

Although there will likely not be a large sample of graduates for this program, in order to increase the response rate as much as possible we will be administering the survey at the end of each semester (rather than at the end of the year).Additionally, we will continue to more closely align course objectives with program outcomes and work to continue achieving our success criterion.

Although there will likely not be a large sample of graduates for this program, in order to increase the response rate as much as possible we will be administering the survey at the end of each semester (rather than at the end of the year).Additionally, we will continue to more closely align course objectives with program outcomes and work to continue achieving our success criterion. Since we did not achieve our success criterion on this Learning Outcome, we will be focusing on ensuring this is integrated into the curriculum more clearly and in discussing with students how their specific course assignments map onto learning outcomes.

Although there will likely not be a large sample of graduates for this program, in order to increase the response rate as much as possible we will be administering the survey at the end of each semester (rather than at the end of the year).Additionally, we will continue to more closely align course objectives with program outcomes and work to continue achieving our success criterion.

Although there will likely not be a large sample of graduates for this program, in order to increase the response rate as much as possible we will be administering the survey at the end of each semester (rather than at the end of the year).Additionally, we will continue to more closely align course objectives with program outcomes and work to continue achieving our success criterion.

Proposed Justification of Success Criteria

Based on the result 73% (see H), the faculty said that success needs to be improved, with agreement that this is readily achieved by a clear communication of the specific SLO addressed by the courses, which makes the outcome also transparent to the students themselves (syllabi). The measurement tool will be the 5-point scale exclusiveley, the letter grade will not be used anymore.

General Improvement Plan

The new program director (AY19) is still working a long-term improvement of the programthat addresses specific scholarly skills within a sequence of milestones that will be assessed in a focused way by additional new SLO's. For the immediate improvement of SLO's, see column K.

Agrrement among faculty that 80% of students reaching a point 4 and better is an appropriate expectation. However, the measurement tool will be the 5-point scale exclusiveley, the letter grade will not be used anymore.

We are pleased with the success of our students. In order to ensure the success as defined, the milestones are systematically implemented and clearly communicated.

The new committee under the new director agreed on the use of the 5-point scale as measure exclusiveley, the letter grade will not be used anymore.

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SOCI - 6286 - Internship

2021-2022 Graduate Revise 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.

Proposed Modifications (Check all that apply)*

- ☐ Course Title
- ☐ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☑ Catalog Description
- ☐ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☑ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester* | Fall

Desired Effective Year * | 2021

Routing Information

<h1 style="text-align:center">Routes cannot be changed after a proposal is launched.</h1>

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 Anthropology, Psychology, and Sociology

Is this a School of Nursing course? * ○ Yes ⦿ No

Is this a College of Education course? * ○ Yes ⦿ No

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

List of Faculty Senate Action and Information Items

Course Information

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.

- **Course Prefix (cannot be modified. Must add/delete course)**
- **Course Number (cannot be modified. Must add/delete course)**
- **Course Title**
- **Course Type (do not modify)**
- **Catalog Course Description**
- **Prerequisites/Corequisites**
- **Frequency**
- **Grading**
- **Credit Hours**
- **Status (Active means that it will be visible in the catalog and Inactive will be hidden)**

Course Prefix* SOCI

Course Number* 6286

Course Title* Internship

Long Course Title

Course Type - DO NOT EDIT* Sociology

Catalog Course Description* Internship experience within an approved local organizational setting where sociological theories, concepts, and methods can be applied. May be repeated for credit with permission from the head of graduate studies (for a total of six credit hours).

Prerequisites * instructor permission required

Corequisites* NA

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

Grading

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

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

Lec Hrs 3

Credit Hrs 3

Lab Hrs 0

Status* ◉ Active-Visible ◯ Inactive-Hidden

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

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions	Students will be able to take the course a second time only with permission from the head of graduate studies in Sociology.

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

Justification and Assessment

What is the rationale for the requested course changes?*	Rationale for change in course description: The previous course description referred to placing students in internships and "areas of concentration." The MA program facilitates and assists in finding internships, but we do not "place" students. In addition, students do not have formal areas of concentration and this term is a potential source of confusion. (Passed by Sociology faculty in October 2020) Rationale for allowing students to repeat the course once with permission from the sociology head of graduate studies: Allowing 6 possible credit hours of internship make the sociology MA more comparable to other social science programs at UWG and other sociology MA programs in this region. Requiring permission from the head of graduate studies to repeat the course will ensure that students are taking an appropriate combination of internships and coursework. Jill Drake and the registrar's office have advised that there is no way to code a course in Banner to require permission from the head of graduate studies. They recommended requiring instructor approval; the instructor will be able to monitor if students taking the course a second time have the required permission. (Passed by Sociology faculty in February 2020)

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

REQUIRED ATTACHMENTS

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

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

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

Syllabus*	☐ I have attached the syllabus. ☑ N/A

Resources and Funding

Planning Info*   ⦿ Library Resources are Adequate

  ◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*   5

Are you making changes to the special fees or tuition that is required for this course?*   ☐ Yes   ☑ No

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

Fee Justification*   N/A

Administrative Use Only - DO NOT EDIT

Course ID*   16

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.

<table>
<tr><td colspan="4" align="center">Academic Year
Program Map
MA in Sociology
Concentration: Thesis Track</td></tr>
</table>

Academic Year Program Map MA in Sociology Concentration: Thesis Track			
YEAR 1			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
SOCI 6013 – Social Research	3	SOCI 6003 – Advanced Statistics for Sociology	3
Elective	3	SOCI 6305 – Advanced Sociological Theory	3
Elective	3	Elective	3
SEMESTER TOTAL	9	SEMESTER TOTAL	9
Milestones		**Milestones**	
		• Decide between Thesis Track and Applied Track. • Find a faculty member to serve as chair. • Submit Track and Chair Declaration Form to HGS.	
YEAR 2			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
SOCI 6882 – Thesis Preparation	3	SOCI 6999 – Thesis	3
Elective	3	Elective	3
Elective	3	Elective	3
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		**Milestones**	
		• Defend thesis and submit to ProQuest before ProQuest deadline.	

NOTE: Students completing the MA in Sociology with the thesis track may take SOCI 6286 (Internship) to count as an elective. This course can be repeated twice with permission of the Head of Graduate Studies.

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

<table>
<tr><td colspan="4" align="center">**Academic Year**
Program Map
MA in Sociology
Concentration: Applied Track</td></tr>
<tr><td colspan="4" align="center">**YEAR 1**</td></tr>
<tr><td colspan="2" align="center">**TERM 1**</td><td colspan="2" align="center">**TERM 2**</td></tr>
<tr><td>**Course**</td><td>**Credits**</td><td>**Course**</td><td>**Credits**</td></tr>
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<tr><td>Elective</td><td>3</td><td>SOCI 6305 – Advanced Sociological Theory</td><td>3</td></tr>
<tr><td>Elective</td><td>3</td><td>Elective</td><td>3</td></tr>
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<tr><td colspan="2" align="center">**Milestones**</td><td colspan="2" align="center">**Milestones**</td></tr>
<tr><td colspan="2"></td><td colspan="2">• Decide between Thesis Track and Applied Track.
• Find a faculty member to serve as chair.
• Submit Track and Chair Declaration Form to HGS.</td></tr>
<tr><td colspan="4" align="center">**YEAR 2**</td></tr>
<tr><td colspan="2" align="center">**TERM 1**</td><td colspan="2" align="center">**TERM 2**</td></tr>
<tr><td>**Course**</td><td>**Credits**</td><td>**Course**</td><td>**Credits**</td></tr>
<tr><td>SOCI 6286 - Internship</td><td>3</td><td>Additional Methods Course or Elective</td><td>3</td></tr>
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<tr><td colspan="2" align="center">**Milestones**</td><td colspan="2" align="center">**Milestones**</td></tr>
<tr><td colspan="2"></td><td colspan="2">• Complete Internship Project.</td></tr>
</table>

NOTE: Students completing the MA in Sociology with the applied track should take 3 credit hours of SOCI 6286 (Internship) in their third semester to fulfill the requirements of the applied track. An additional 3 credit hours can be taken as an elective with permission from the Head of Graduate Studies.

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

Post-Baccalaureate Certificate in European Union Studies

2021-2022 Graduate Delete Program Request

General Information

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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](#).

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 <u>imported</u> information below.

Type of Program *
- ● Program
- ○ Shared Core

Program Name* Post-Baccalaureate Certificate in European Union Studies

Program Type*
Certificate

Degree Type*
Certificate

Program Description* Aside from a certificate earned at one's home institution, students have an opportunity to acquire a certificate jointly conferred with a European institution. This option requires students to complete--with a grade of "B" or better--a minimum of two online courses that are co-taught by European faculty. In other words, the certificate is bestowed by two institutions, one in Georgia and one in Europe. The benefit is that students obtain a credential from a respected university in Europe, the University of Munich.

Program Location*
Carrollton

Status* ○ Active-Visible ● Inactive-Hidden

Prospective Curriculum - Not Applicable*

Justification and Assessment

Rationale* Since its implementation, there have been no students enrolled in the certificate program. There is no evidence of student demand for the program and there have been significant logistical issues with UWG's ongoing participation in USG's consortium program. The program is already deactivated and we are now requesting its termination. The courses taught in this certificate program can be taught by faculty at the University of West Georgia.

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 Post-Baccalaureate Certificate in European Union Studies

No students have been enrolled in the certificate program since its implementation. There are currently no students registered for this certificate program.

The elective courses that were offered by the European Union Studies certificate will continue to be offered. There are no additional charges/expenses to students to complete this teach out plan. No faculty employment will be impacted by the termination of this program.

To inform prospective students that the program has been terminated, we will post on the website that the Post-Baccalaureate Certificate in European Union Studies has been terminated.

Addendum II

UWG *Policies and Procedures Manual*
Modification Proposal for Article IV, Section 2.A.

Rationale:
This modification updates the language in Article IV, Section 2.A. to reapportion the number of Senators after the reorganization of the colleges. This will mean the following

- **CACSI:** Contains 206 full-time faculty which will entitle them to 21 Senators.
- **College of Business:** Contains 60 full-time faculty which will entitle them to 6 Senators.
- **College of Education:** Contains 105 full-time faculty which will entitle them to 11 Senators.
- **Library:** Contains 11 full-time faculty which will entitle them to 2 Senators.
- **School of Mass Communication:** Contains 15 full-time faculty which will entitle them to 2 Senators.
- **Tanner School of Nursing:** Contains 32 full-time faculty which will entitle them to 4 Senators.
- **University College:** Contains 70 full-time faculty which will entitle them to 7 Senators.

PROPOSED MODIFIED VERSION

A. Composition of the Senate (Revised Month DD, YYYY)

The Senate shall be comprised solely of the voting members of the General Faculty as defined in Article I, Section 2C of the Statutes. Its membership shall include:

1. The President, an ex-officio (nonvoting) member;

2. The Provost and Vice President for Academic Affairs, an ex-officio (nonvoting) member;

3. Chair of the Senate;

4. Chair-Elect of the Senate, an ex-officio (nonvoting) member, or Past Chair of the Senate, and ex-officio(nonvoting) member;

5. Duly elected senators will be apportioned to each college, the Sschool of Nursing, and the Library, such that the number of senators allocated to each of the above mentioned units shall equal 10% of their full-time faculty, rounding up if faculty number does not end with a zero. The Library and the School of Nursing Those entities without designated departmental units may elect their senators at large. For In regards to the colleges, each department within a college will elects one senator and the remaining senators allocated to that college are elected at-large by the college. The rest of the senators allocated to a college must include a minimum of 3 at-large senators, while any remaining senators may be elected at large or designated as department representatives depending on the discretion of the college, as long as departmental allocation is proportional to the number of full-time faculty within each department. Should any department fail to elect a senator

in an election cycle for which it has a vacancy, that vacancy will be added to the at-large pool for its college for that election. All current senators will complete their yearly term and representation within an academic unit will be determined by that academic unit.

6. Executive Secretary

PROPOSED REVISED VERSION

A. Composition of the Senate (Revised <mark>Month DD, YYYY</mark>)

The Senate shall be comprised solely of the voting members of the General Faculty as defined in Article I, Section 2C of the Statutes. Its membership shall include:

1. The President, an ex-officio (nonvoting) member;

2. The Provost and Vice President for Academic Affairs, an ex-officio (nonvoting) member;

3. Chair of the Senate;

4. Chair-Elect of the Senate, an ex-officio (nonvoting) member, or Past Chair of the Senate, and ex-officio(nonvoting) member;

5. Duly elected senators will be apportioned to each college, school, and the Library, such that the number of senators allocated to each of the above mentioned units shall equal 10% of their full-time faculty, rounding up if faculty number does not end with a zero. Those entities without designated departmental units may elect their senators at large. In regards to the colleges, each department within a college will elect one senator. The rest of the senators allocated to a college must include a minimum of 3 at-large senators, while any remaining senators may be elected at large or designated as department representatives depending on the discretion of the college, as long as departmental allocation is proportional to the number of full-time faculty within each department. Should any department fail to elect a senator in an election cycle for which it has a vacancy, that vacancy will be added to the at-large pool for its college for that election. All current senators will complete their yearly term and representation within an academic unit will be determined by that academic unit.

6. Executive Secretary

Addendum III

Resolution in Response to the January 6, 2020 Assault on the US Capitol

The Faculty Senate of the University of West Georgia requests that the UWG president issue a statement on behalf of the university in response to the violent and unlawful assault on the US Capitol on January 6. We endorse the following statement on this matter, which we commend to the president for his consideration:

In the aftermath of the assault on the US Capitol by people who violently disrupted the lawful counting of Electoral College ballots as stipulated by the US Constitution, we as the faculty of the University of West Georgia express our strong opposition to this action and the attitudes that led to it, and we reiterate a commitment to the principles of lawful democratic governance, respect for others, and the preservation of a multiracial and multicultural society in which all people will enjoy equal treatment under the law. Because the assault on the Capitol threatened these values, we believe that it is especially imperative for us to reaffirm our commitment to these principles, both in this university and in our larger community.

Addendum IV

Faculty Search Committee Guide

The search committee plays an important role representing the department, the college, and the University of West Georgia determining which applicants are given further consideration. Below, is a high-level overview of the responsibilities of the Hiring Manager, Search Committee Chair, and Search Committee Members to include the Equity Advisor. The Office of Human Resources (OHR) will serve as a partner in the recruitment, selection, hiring and onboarding activities for all faculty searches.

Search Committee Training

To provide guidance and resources during the recruitment and selection process, all employees who serve on a search committee are *required* to complete Search Committee Training. The training educates employees about the tasks of search committees including strategies for applicant review, legal interviews, and identifying critical steps in the candidate selection process. Employees must attend an initial in-person training session, which will be offered throughout the year. To participate in the training, hiring managers or the search committee chair should submit a list of search committee members (*new* Search Committee form) to OHR. Upon completion of the training, employees will be able to serve on any search committee for the duration of employment with the university with the opportunity to participate in a pre-recorded refresher training (employees are only required to complete this training one time unless changes in hiring processes dictate otherwise).

Hiring Manager/Authority

- Acquire **Critical Hire** approval for all vacant position(s).
- Appoint a Search Chair and Search Committee members.
- Assign an administrative support person for the search.
- Administer the Search Committee charge.
- Ensure communication with the Chair throughout the search process.
- Make final hiring decision.

Charging the Search Committee

In the written charge, the hiring authority should clarify:
- Strategic nature of the position.
- Type of recommendation the committee should provide the hiring authority. Examples: a. a recommended candidate, b. a ranked list of acceptable finalists, c. an unranked list of acceptable (or all) finalists with analysis of strengths and weaknesses.
- Deadline to receive the recommendation.
- Importance of inclusive excellence for conducting the selection process in accordance with federal and state laws.
- Expectations for confidentiality, attendance, fairness, and the use of appropriate mechanisms to mitigate bias.

Search Committee Chair

- Serves as the liaison between the hiring manager and the search committee.
- Schedule and Chair search committee meetings.
- Communicate expectations, recruitment plan and potential candidate to committee, as stated by the hiring manager.
- Manage communication and maintain confidentiality during the search process.
- Serve as lead host for candidates on campus and other interview activities/events.
- Ensure proper interview materials are retained for finalist review and certification by OHR.
- Submit all recruitment documents to OHR at the conclusion of each recruitment cycle.
- Update ALL applicant statuses timely via OneUSG Careers.
- Perform all duties of a regular committee member.

Search Committee Members

- Volunteer for specific assignments in the recruitment plan (identify field-specific publications and professional organizations for advertisement, research current graduates in the field, designate a member to assess depth and variability of pool).
- Determine advertisement strategy.
- Establish criteria to evaluate applicants for first round and on-campus interviews.
- Set application review period.
- Evaluate all applicants based on the criteria established during the Pre-Search phase for screening, including reference check process.
- Determine or recommend which candidates will be selected for first round interviews.
- Participate in first round interviews.
- Provide recommendations for on-campus interviews and assist in the planning of on-campus visits.
- Develop on-campus visit interview questions and evaluate candidates based on established search criteria.
- Recommend candidate for the position.

Introducing the Equity Advisor Role (EO/AA Liaison)

To continue engaging in inclusive hiring practices, it is recommended to assign or include an equity advisor as part of the faculty search process. The equity advisor may be a member of the search committee or may be an advisor to the search committee. The role of this individual is to assist the search committee in ensuring that equity and most importantly inclusive practices were used in all aspects of the recruitment process. During the search process, equity advisors will aid in the following areas:

- Assist the Hiring Manager in the selection process of the search committee and its chair.
- Provide advice as needed to ensure the search ad is posted in multiple venues that attract a diverse pool of applicants.
- Provide advice as needed to the chair/dean and to the search committee to ensure that contributions to diversity are being considered and that proactive search practices are used for recruiting and selecting new faculty.

- Review the diversity of the availability pool and the applicant pool. If the diversity of the *applicant* pool does not reasonably reflect the diversity of the *availability* pool, suggest proactive measures to enhance the diversity of the applicant pool.
- Review the short list of candidates selected for interviews. If this group is not diverse, review the files of other applicants (particularly those under serious consideration) to determine if candidates of equivalent quality have been overlooked.

All search committee members, regardless of faculty, student, staff, or community member status, must be fully involved in the search, including the evaluation of candidates and the development and use of interview questions. Search committee members must keep discussions completely confidential.

Office of Human Resources

Search committees may seek guidance from OHR to aid and provide resources regarding laws and regulations as well as best practices for conducting an inclusive search. OHR will conduct EO/AA applicant review, approval and certification of the finalist pool, and serve as the primary source of record for all faculty searches. Please see below *required* forms to accompany faculty search records for all positions to be submitted to the respective HR Business Partner.

Search Committee form: This form will list all committee members and certify completion of required search committee training <u>prior</u> to service.

Approval of Pool form: This form will serve as the document of record certifying the finalist pool of a faculty search. It is recommended that the Search Chair submit a brief summary of the finalists for a position, and OHR will certify with signed approval.

Academic Affairs
Search Committee Form

Date: College:

Department:

Search Committee (review Faculty Search Committee Guide for details)   Job Title: _____

Chair Name:	Position/Rank/Title	Race	Gender	Attended Search Committee Training?

Equity Advisor Name:

Members:	Name (add department if different from above)	Position/Rank/Title	Race	Gender	Attended Search Committee Training?

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Recruitment Procedures (indicate the types and names of media and other methods of advertising, affirmative action, strategies, organizations, committees, associations and individuals contacted to generate a diverse and qualified pool, etc.) **List all ad sources, including print ad and target recruitment ad sources.**

Names of Associations/SIGs/Job Boards/Websites/Periodicals/etc.	**Mode of Communication** Online Email Print Phone				**Targets** Women Minorities	

Additional Advertising Sources Attached

Signatures (Adobe Digital Signatures acceptable)

_____	_____	_____
Department Chair/ Search Chair	Print Name	Date
_____	_____	_____
Human Resources EO/AA Officer	Print Name	Date

Approval of Pool

Instructions: The Search Committee Chair will provide OHR a list summary of first round and/or finalists to be interviewed. The Human Resources EO/AA Officer completes the affirmative action fields to review race and gender data and certify the applicant/finalist pool. The EO/AA Officer will return the form to the Department Search Committee Chair to obtain signed approval of finalist pool certification.

Log Number: _____

Date:

College:

Department:

Job Title:

I. NUMBER OF APPLICATIONS RECEIVED

	Females	Males	Gender Not Reported
American or Alaskan Native			
Asian			
Black or African American			
Hispanic or Latino			
Multiracial/Two or More Races			
Native Hawaiian or Pacific Islander			
White			
Race Not Reported			
Total			
Total Applications Received			
Person with Disability			
Veteran			
Vietnam Era Veteran & Other Veterans			
Disabled Veteran			
Recently Separated Veteran			
Armed Forces Service Medal Veteran			

II. NUMBER OF APPLICANTS WHO MEET ADVERTISED REQUIREMENTS

Essential Qualifications
Essential and Preferred Qualifications

	Females	Males	Gender Not Reported
American or Alaskan Native			
Asian			
Black or African American			
Hispanic or Latino			
Multiracial/Two or More Races			
Native Hawaiian or Pacific Islander			
White			
Race Not Reported			
Total			
Total Applications Received			
Person with Disability			
Veteran			
Vietnam Era Veteran & Other Veterans			
Disabled Veteran			
Recently Separated Veteran			
Armed Forces Service Medal Veteran			

III. APPLICANTS TO BE INTERVIEWED

Screening Interviews

Final Round Interviews

Name	Race	Gender
Name	Race	Gender
Name	Race	Gender
Name	Race	Gender

Name	Race	Gender
Name	Race	Gender
Name	Race	Gender
Name	Race	Gender
Name	Race	Gender
Name	Race	Gender

SIGNATURES (Adobe Digital Signatures Acceptable)

_____   _____   _____
Search Committee Chair   Print Name   Date

_____   _____   _____
Human Resource EO/AA Officer   Print Name   Date