

Memorandum

To: General Faculty

Date: November 8, 2010

Regarding: Agenda, Faculty Senate Meeting, January 21 at 3:00 pm TLC 1-303

The agenda for the January 21, 2011 Faculty Senate Meeting will be as follows:

1. Call to Order
2. Roll Call
3. Approval of the minutes of the December 3, 2010 meeting ([See Addendum I](#))
4. Committee Reports

Committee I: Undergraduate Academic Programs (Chair, Tami Ogletree)

Action Items: ([See Addendum II](#))

- A) College of Arts and Humanities
 - 1) Department of Art
 - a) Program – Art (Establishment of an Art Pre-Major Listing)
Request: Modify
Action: Approved
 - b) Program – BA in Art (Option Pre-Medical Illustration)
Request: Modify
Action: Approved
- B) College of Sciences and Mathematics
 - 1) Department of Geosciences
 - a) Program: BS in Geology
Request: Modify
Action: Approved
 - b) Program: BA degree with a major in Geography
Request: Modify
Action: Approved
- C) College of Social Sciences
 - 1) Department of Sociology and Criminology
 - a) BS Degree in Criminology
Request: Modify
Action: Approved
 - b) Course: CRIM 2000 Survey of Criminology
Request: Add
Action: Approved

c) Course: CRIM 4200 Violent Crime
Request: Add
Action: Approved

2) Department of Psychology

a) Program: BA Degree in Psychology
Request: Modify
Action: Approved

b) Course: PSYC 2010 Psychology as a Human Science
Request: Add
Action: Approved

c) Course: PSYC 4000 Humanistic Psychology
Request: Add
Action: Approved

d) PSYC 4010 Theories of Psychology
Request: Add
Action: Approved

e) PSYC 4360 Community Psychology
Request: Add
Action: Approved

D) General Education Committee :

a) Add MATH 2008 to Core Area D2.
Action: Approved

Information Items:

A) College of Arts and Humanities

1) Department of Foreign and Literatures

a) Course: SPAN 3030 Introduction to Hispanic Literature
Request: Modify
Action Approved

b) Course: SPAN 3101 Spanish Conversation
Request: Modify
Action Approved

c) Course: SPAN 3102 Spanish Composition
Request: Modify
Action Approved

d) Course: SPAN 4003 Latin-America Novel
Request: Modify
Action Approved

B) College of Social Sciences

1) Department of Psychology

a) Course: PSYC 3900 Personality Theories
Request: Modify
Action: Approved

- b) Course: PSYC 4130 Eastern and Transpersonal Psychology
Request: Modify
Action: Approved
- c) Course: PSYC 4350 Culture and Psychology
Request: Modify
Action: Approved

Committee XIII: Rules Committee (Chair, Chris Aanstoos)

Action items:

- A) A Proposal to Specify the Meaning of “Consultation” in the Faculty’s Shared Governance Role - MOTION: To clarify and improve the consultative role of the faculty in the shared governance of the university, it is recommended that the *Policies and Procedures* be revised ([See Addendum III](#)).
- B) A Proposal to Provide Support for the Chair of Senate - MOTION: To amend the *Policies and Procedures*, Article IV, Section 2,B ([See Addendum IV](#)).
- C) A Proposal to Include the Chair of the Senate on the President’s Advisory Committee - MOTION: To accept the proposal of the President to include the Chair of the Senate among those who shall be invited to participate in meetings of the President’s Advisory Committee ([See Addendum V](#)).
- D) A Proposal to Further Define the Role of the Executive Committee - MOTION: To replace Article IV, Section 2,E of the *Policies and Procedures* ([See Addendum VI](#)).
- E) A Proposal to Revise the Allocation of Senators – MOTION: To replace Article IV, Section 2,A,5 of the *Policies and Procedures* ([See Addendum VII](#)).

Information Items:

- A) Committee Structure of the Senate([See Addendum VIII](#))
 - B) Definition of A Quorum ([See Addendum IX](#))
 - C) Process of Amending the ByLaws and Policies and Procedures ([See Addendum X](#))
5. Old Business
 6. New Business
 - A) Engaging the senate in preparing the SACS compliance certificate. (Dr. Jon Anderson)
 7. Announcements
 8. Adjournment

Addendum I

**University of West Georgia
Faculty Senate Meeting
Draft of Minutes**

December 3, 2010

1. Call to Order

The meeting was convened in room 1-303 of the Technology-enhanced Learning Center. The meeting was called to order by Chair Chris Huff.

2. Roll Call

Present: Aanstoos, Anderson, Ashford, Barnhart, Baumstark, Baylen, Bucholz, Burton, Carter, Chesnut (Substitute for Hasbun), Chowns, Cook, Cox, Crean, Pitzulo (substitute for de Nie), Deng, Donohoe, Gordon, Butler (substitute for Hatfield), Hodges, Todd (substitute for Hooper), Jenks, Kang, Khan, Lane, Mbaye, Morris, Ogletree, Ringlaben, Rollins, Rutledge, Smith, Harkins (substitute for Thomas), Williard

Absent: Austin, DeFoor, Jackson, Payne, Penco

Motion made and seconded to move a New Business item to just prior to the Rules Committee Report.

The motion was approved by voice vote.

3. Approval of the minutes of the November 12, 2010 meeting

The minutes were approved by voice vote with no additions or corrections.

4. Committee Reports

Committee I: Undergraduate Academic Programs (Chair, Tami Ogletree)

Action Items:

A) College of Arts and Sciences

1) Department of Art

a) Course: ART 3210 Non-Western Art

Request: Add

Action: Approved

2) Department of Geosciences

a) Program: Environmental Science

Request: Modify (update degree requirements)

Action: Approved

B) General Education Subcommittee:

a) Core Area D Learning Outcomes

b) Critical Thinking Plan Proposal

All action items submitted by the committee were approved.

Information Items:

A) College of Arts and Sciences

- 1) Department of Art
 - a) Course: ART 2210 Intro to Non-Western Art
Request: Modify
Action: Tabled
 - b) Course: ART 3401 Graphic Design I: Typography
Request: Modify
Action: Approved
 - c) Course: ART 3402 Graphic Design II: Typography
Request: Modify
Action: Approved
 - d) Course: ART 4403 Graphic Design IV: Type and Image
Request: Modify
Action: Approved
 - e) Course: ART 4404 Graphic Design IV: Branding
Request: Modify
Action: Approved
 - f) Course: ART 4406 Graphic Design VI Prof Portfolio
Request: Modify
Action: Approved
- 2) Department of Mathematics
 - a) Course: Course: MATH 3703 Geometry for P-8 Teachers I
Request: Modify
Action: Approved
 - b) Course: MATH 3803 Algebra for P-8 Teachers I
Request: Modify
Action: Approved
 - c) Course: MATH 4713 Probab/Statistics for P-8 Teachers
Request: Modify
Action: Approved
- 3) Department of Political Science
 - a) Course: POLS 4213 Comparative Public Admin & Policy
Request: Modify
Action: Approved
 - b) Course: POLS 4504 International Political Economy
Request: Modify

Action: Approved Request: Modify

- B) College of Education
 - 1) Department of Leadership and Applied Instruction
 - c) Course: SPMG 2600 Intro to Sport Management
 - Request: Modify
 - Action: Rejected

Committee VII: Institutional Studies and Planning (Chair, Eilis Crean)

Information Item:

The Senate Institutional Studies and Planning (ISP) committee is engaged in the topic selection for UWG's quality enhancement plan.

Committee IX: Graduate Studies (Chair, David Jenks)

Action Items:

- A) College of Arts and Sciences
 - 1) Department of Foreign Languages
 - a) Program: M.Ed./PTED in French
 - Request: Deactivate
 - Action: Approved
 - b) Program: M.Ed./PTED in Spanish
 - Request: Deactivate
 - Action: Approved
- B) College of Education
 - 1) Department of Educational Innovation
 - a) Program: Certification in Media – Plan C
 - Request: Modify
 - Action: Approved
 - b) Program: Certification in Media – Plan D
 - Request: Modify
 - Action: Approved
 - c) Program: M.Ed. in Media – School Library Media – Plan A
 - Request: Modify
 - Action: Approved
 - d) Program: Online Ed.S. in Media IT track Plan G
 - Request: Modify
 - Action: Approved
 - 2) Department of Contemporary Teaching and Early Learning
 - a) Policy Change – Ed.S. in Early Childhood Education

Early Childhood Education Faculty members would like to request a change in policy which would allow graduate students admitted into the Ed.S. program in ECED to transfer in up to six (6) hours of graduate credit from an accredited institution.

- b) Program: M.Ed. in Reading Education (now in the Collaborative Support and Intervention Department)
Request: Modify
Action: Approved
- 3) Department of Leadership and Applied Instruction
 - a) Program: Educational Leadership Certification Only
Request: Modify
Action: Approved
 - b) Program: M.Ed. in Educational Leadership
Request: Deactivate
Action: Approved
 - c) Program: M.Ed. in Physical Education
Request: Deactivate
Action: Approved
 - d) Program: Ed.S. Program: Educational Leadership
Request: Modify
Action: Approved
 - e) Program: Ed.S. in Middle Grades Education
Request: Deactivate
Action: Approved
 - f) Program: Ed.S. in Secondary Education
Request: Deactivate
Action: Approved

All action items submitted by the committee were approved.

New Business:

Presenters: Chris Aanstoos and Provost Peter Hoff

Submission: Document by President Beheruz Sethna

Motion: Pres. Sethna's "Advancing our Mutual Commitment to Consultative Processes" should be sent to the Rules Committee for review.

Motion was approved by voice vote and sent to Rules Committee for review.

Committee XIII: Rules Committee (Chair, Chris Aanstoos)

Action items:

- A. Allocation of Senators - To replace Article IV, Section 2, A, 5 of the *Policies and Procedures Manual*

MOTION: To replace Article IV, Section 2, A, 5 of the *Policies and Procedures* with the

addition of the following:

Forty-five duly elected senators, apportioned as follows: College of Arts and Humanities, thirteen, including one elected by each of its six departments and seven elected by the college at large; College of Social Science, six, including one elected by each of its five departments and one elected by the college at large; College of Science and Mathematics, nine, including one elected by each of its six departments and three elected by the college at large; Richards College of Business, five, including one elected by each of its four departments, and one elected by the college at large; College of Education, eight, including one elected by each of its four departments and four elected by the college at large; the School of Nursing, two, elected by the School at large; the Library, two, elected by the Library at large.

Recommendation made that the following sentence be added to proposal: *In the event that a department does not elect a senator, that seat will revert to the college at large.*

Motion was withdrawn by committee chair.

- B. Re-election of incumbent senators - To revise the current statement in Article IV, Section 2, F, 1 of the *Policies and Procedures Manual*

MOTION: To revise the current statement in Art. IV, Sec. 2,F,1 of the *Policies and Procedures Manual* with the following changes (highlighted material = additions; strikethrough material = deletions):

F. Election of the Faculty Senate

The following shall be the rules which govern election to the Senate, with the exception that in any year in which a college is reorganized in such a manner as to affect the ability to adhere to these rules, the Senate shall have the authority to allow exceptions to these rules as it may deem necessary.

1. Senators shall be elected for a term of three (3) years from the General Faculty, excluding the Officers of Administration named in Article III. Academic department chairs, however, shall be eligible for election. Terms shall be staggered with one-third elected each year. ~~Senators may be re-elected; however, no~~ ~~no~~ senator shall be eligible for re- election until at least one (1) year after completion of his or her ~~previous~~ ~~second~~ ~~consecutive full (three-year) term.~~

~~—Unexpired terms due to permanent loss of a senator shall be filled by election from the unit of the senator whose term is to be filled. Serving out an unexpired term does not exclude a senator from consideration at the next election.~~

Motion and second to revise the proposal as follows was approved.

The following shall be the rules which govern election to the Senate, with the exception that in any year in which a college is reorganized in such a manner as to affect the ability to adhere to these rules, the Senate shall have the authority to allow exceptions to these rules as it may deem necessary.

1. Senators shall be elected for a term of three (3) years from the General Faculty, excluding the Officers of Administration named in Article III. Academic department

chairs, however, shall be eligible for election. Terms shall be staggered with one-third elected each year. Senators shall serve no more than two full terms consecutively.

The motion was approved by voice vote.

- C. Proposal to further define the Executive Committee -Recommendation to replace Article IV, Section 2, E of the *Policies and Procedures Manual*.

MOTION: To replace Article IV, Section 2,E of the *Policies and Procedures* by adding the following in its place:

E. The Executive Committee. The Faculty Senate shall include an Executive Committee with the following functions and composition.

1. Functions. The Executive Committee shall have broad responsibility for:
a. planning and facilitating the activities of the Senate, including the following functions: assign senators to Senate standing committees and subcommittees; create *ad hoc* Senate committees and assign senators; assign senators to such non- senate university committees, task forces and search committees as may be needed; appoint the Parliamentarian of the Senate; propose any legislation to the Senate the Executive Committee may deem appropriate.

b. serve as the Senate's elections committee, receiving nominations, organizing and supervising elections, monitoring compliance, adjudicating challenges, and certifying the results.

c. interview candidates for university-wide positions and provide evaluations to the appropriate search committees.

2. Composition. The Executive Committee shall be composed of the chairs of the Senate standing committees, the Chair of the Senate, the Past Chair of the Senate, the Executive Secretary of the Senate, the President of the University, the Provost of the University, and the President of the University's AAUP chapter.

Motion withdrawn by the Chair

- D. USG Faculty Council - To revise the *Policies and Procedures Manual*, Article IV, Section 2, B to include the specification that it shall be the responsibility of the Chair of the Faculty Senate to represent the University of West Georgia on the USG Faculty Council.

MOTION: To revise the *Policies and Procedures* Article IV, Section2,B to include the specification that it shall be the responsibility of the Chair of the Faculty Senate to represent the University of West Georgia on the USG Faculty Council by the addition of the following highlighted material:

The Chair of the Faculty Senate - With the consent of the President of the University, the Chair of the Faculty Senate shall preside at all Faculty Senate meetings and chair the Executive Committee of the Senate. Additional responsibilities include serving as the representative of the University of West Georgia to the University System of Georgia Faculty Council; serving as a liaison between Senate and other stakeholders in the University community; setting the agenda for Senate meetings; providing for an orientation and training for new chairs of Senate committees; resolving issues with Senators who do not serve or who resign; casting a vote only in case of a tie; and designating a replacement to preside over Senate meetings in case of absence.

The motion was approved by voice vote.

- E. Planning Council - To revise Article I, Section 1, E of the *Policies and Procedures Manual* by deleting section 3.

MOTION: To revise Article I, Section 1, E of the *Policies and Procedures Manual* by deleting section 3 (and renumbering the subsequent sections 4 and 5 appropriately).

The motion was approved by voice vote.

Information Items:

- A) On the Committee Structure of the Senate
- B) On the Definition of a Quorum

5. Old Business

6. New Business

7. Announcements

Michael Aldrich was recognized and thanked for his work in the support of past Senate and university activities. Expressions of congratulations and well wishes were offered as Michael leaves for a new career opportunity.

8. Adjournment

Addendum II

Course or Program Addition, Deletion or Modification Request

Department: Art College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

2011 JAN -5 PM 7:02/

Prefix Course Title Hours: Lecture/Lab/Total

<p style="text-align: center;">Action</p> <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program <hr/> <input checked="" type="checkbox"/> Modify <input type="checkbox"/> Add <input type="checkbox"/> Delete <input type="checkbox"/> Credit <input type="checkbox"/> Number <input type="checkbox"/> Title <input type="checkbox"/> Description <input type="checkbox"/> Other	<p style="text-align: center;">Credit</p> <input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Other* <small>*Variable credit must be explained</small>	<p style="text-align: center;">Frequency</p> <input checked="" type="checkbox"/> Every Term <input type="checkbox"/> Yearly <input type="checkbox"/> Other
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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Art Pre-Major / /

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

The Department of Art requests the establishment of an ART Pre-Major listing. This pre-major will assist students and the Art Department by better aligning students with the newly implemented application process to become an Art Major and all further departmental review processes. The department needs to properly situate students by placing them on tract as soon as possible and the pre-major will assist us in accomplishing this task. While incoming freshman and transfer Students may apply prior to attending UWG, most are opting to apply after their first or second semester. All students must submit a successful portfolio to be admitted into the department; however, some students are less than fully prepared and must complete at least 9 credit hours in area F before they can apply to become an art major. The Pre-Major listing will assist the department by identifying candidates who wish to pursue art and will allow us to start properly advising this students as the enter UWG.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: spring / 2011
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

	Date		Date
<small>Department Chair</small>	<small>Date</small>	<small>Department Chair (if cross listed)</small>	<small>Date</small>
	Date		Date
<small>Dean of College</small>	<small>Date</small>	<small>Dean of College (if cross listed)</small>	<small>Date</small>

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	Date		Date
<small>Chair, Undergraduate Academic Programs Committee</small>	<small>Date</small>	<small>Chair, Committee on Graduate Studies</small>	<small>Date</small>

Vice President for Academic Affairs Date

The Department of Art requests the establishment of an ART Pre-Major listing. This pre-major will assist students and the Art Department by better aligning students with the newly implemented application process to become an Art Major and all further departmental review processes.

The department needs to properly situate students by placing them on tract as soon as possible and the pre-major will assist us in accomplishing this task.

While incoming freshman and transfer Students may apply prior to attending UWG, most are opting to apply after their first or second semester. All students must submit a successful portfolio to be admitted into the department; however, some students are less than fully prepared and must complete at least 9 credit hours in area F before they can apply to become an art major. The Pre-Major listing will assist the department by identifying candidates who wish to pursue art and will allow us to start properly advising this students as the enter UWG.

Course or Program Addition, Deletion or Modification Request

Department: Art College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

JAN 75 PM 3:01

Prefix Course Title BA in Art (Option Pre-Medical Illustration) Hours: Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add, <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input checked="" type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
<small>*Variable credit must be explained</small>

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Request to deactivate the Pre-Medical Illustration option in the BA in Art Degree
See Attached

Prerequisite(s) _____

Present or Projected Enrollment: 4 (Students per year) Effective Date*: August /2010
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>4.9.10</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
	<u>4/14/10</u>		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	<u>1-4-11</u>	
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies
Date	Date	Date

Vice President for Academic Affairs _____ Date _____

Deactivation request for Pre- Medical Illustration

This is a request to deactivate/suspend the program "Pre-medical Illustration" from the Department of Art's program offerings. Rationale for this deactivation includes: complying with accreditation standards for the program and other program issues. While it may have been seen as an attractive "professional" track within art, the lack of resources put towards the program has always meant few students enrolled. Following BOR regulations, the intention is to teach out students over the next two academic years or compel them to change their major or to transfer to finish the program. At which time the department will submit request to delete program from UWG program listings. Additionally, students who wish to go into Medical illustration may opt to apply to the BA-Art (Studio) option and get a minor in Biology with the same results as the BA in Art (Pre-Medical Illustration) option, helping to streamline accreditation processes.

Course or Program Addition, Deletion or Modification Request

Department: Geosciences College: College of Arts & Sciences

2011 JAN -5 PM 3:04

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input checked="" type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

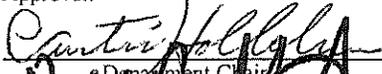
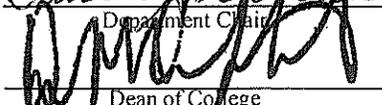
Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: _____ (Students per year) Effective Date*: Fall /2010
*For a new course, one full term must pass between approval and effective date. Term/Year

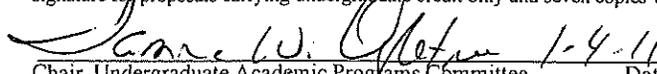
Grading System: Letter Grade Pass/Fail Other

Approval:

	2-16-2010		
Department Chair	Date	Department Chair (if cross listed)	Date
	4/12/2010		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	1-4-11		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs _____ Date _____

Proposed changes to B.S. in Geology Program

We wish to change degree requirements for the B.S. Degree in Geology to update one degree track and account for changes in Geoscience Department course offerings. We wish to make the following changes:

Change #1: Eliminate GEOL 4024 (Paleontology) as a requirement in Plan C, Environmental Geology Track.

Rationale: Environmental Geology is a diverse, interdisciplinary field. Students in this track would be better served by choices of course offerings in Geology, Geography, Math, Chemistry or Biology. GEOL 4024 will remain as a required course in all other Geology degree plans; students in Environmental Geology will still be able to take GEOL 4024 if they wish.

Change #2: Replace GEOG 4553 (Geographic Information Systems) with GEOG 2553 (Introduction to GIS and Mapping Science) in all Geology degree plans.

Rationale: After recent Geography degree program modifications GEOG 4553 now requires GEOG 2553 as a prerequisite. A GEOG 4553 requirement thus includes a hidden prerequisite. This change will eliminate the hidden prerequisite while maintaining a GIS requirement in our program. Many Geology majors will go on to also take GEOG 4553.

Existing resources are sufficient to support this change.

Course or Program Addition, Deletion or Modification Request

Department: Geosciences College: A+S RECEIVED

Current course catalog listing: (for modifications or deletions) 2011 JAN -5 PM 3:03
/ /

Prefix Course Title Hours: Lecture/Lab/Total

<input checked="" type="checkbox"/> Course		<input checked="" type="checkbox"/> Program	
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add	<input type="checkbox"/> Delete	
<input type="checkbox"/> Credit			
<input type="checkbox"/> Number			
<input type="checkbox"/> Title			
<input type="checkbox"/> Description			
<input checked="" type="checkbox"/> Other			

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required graduate credit and the differences in grading policies):

2010 OCT 13 AM 10:08

RECEIVED
COAS

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Sp5 / 2011
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>10-12-10</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
	<u>12/1/10</u>		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	<u>1-4-11</u>		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

October 1, 2010

Lori Lipoma
A&S Executive Committee

Members of the Executive Committee,

The Department of Geosciences proposes a program modification for the BA degree with a Major in Geography. The purpose of this modification is to allow undergraduates pursuing the BA in Geography to also earn a Minor in Geographic Information Systems (GIS). As it now stands, BA Geography students cannot earn a GIS minor because one course that is required for BA Geography is also required for the GIS minor: GEOG 4553 Geographic Information Systems.

We request that GEOG 4553 Geographic Information Systems be removed from the upper-division requirements for the BA degree with a Major in Geography. In its place, undergraduates would be required to take an additional 4 hours of 3000 or above GEOG courses.

Thank you,



Dr. Georgina DeWeese
Assistant Professor
Department of Geosciences
University of West Georgia



Dr. Curtis Hollabaugh
Department Head
Department of Geosciences
University of West Georgia

Proposed Undergraduate Catalog Changes (underlined>):

**B.A. Degree with a Major in Geography
Learning Outcomes**

The list below represents the major learning objectives of the B.A. Degree in Geography. Upon graduating from the Department of Geosciences, every student with a bachelor's degree in Geography should be able to do the following:

- Recognize historical and contemporary perspectives of the discipline
- Demonstrate an understanding of concepts and vocabulary basic to geography
- Perform qualitative and quantitative analyses of geographic phenomena
- Demonstrate a fundamental awareness of geographic dimensions to human and physical processes and conditions
- Explain processes of political, economic, and cultural difference within and between human societies
- Demonstrate fundamentals of cartography and geographic information systems
- Demonstrate competence in the manipulation and analysis of spatial data
- Demonstrate understanding of physical processes at the earth's surface
- Characterize global human and physical environments
- Demonstrate the fundamentals of remote sensing and image processing

CORE REQUIREMENTS

	Hours
Core Areas A, B, C, D, E (see Core Curriculum requirements)	42
Area F	18
One of the following	3
GEOG 2083 Introduction to Geographical Analysis	
MATH 2063 Introductory Statistics	
Foreign Languages 2002 3	
GEOG 2553 Introduction to GIS & Mapping Sciences 3	
Any courses 2000 or below from: 9	
ANTH, ECON, ENVS, Foreign Languages,	
GLOB, HIST, PHIL, PLAN, POLS, SOCI	
Total Core Hours	60

REQUIREMENTS FOR THE MAJOR

Must have at least 39 total hours from courses 3000 or above, 21 of which must be taken in Geography.

Lower-Division Requirements	6-15
GEOG 1013 World Geography (if not taken in the core)	0-3
One of the following (if not taken in the core):	0-3
GEOG 1111 Introduction to Physical Geography	
GEOG 1112 Weather and Climate	
GEOG 1113 Landform Geography	
GEOG 2083 Introduction to Geographical Analysis	
(if not taken in the core)	0-3
GEOG 2010 Political Geography	3
GEOG 2503 Cultural Geography	3
Upper-Division Requirements	28
GEOG 3253 Economic Geography	3
GEOG 3643 Urban Geography	3
GEOG 4084 Senior Seminar: Why Geography Matters	3
GEOG 4553 Geographic Information Systems	4
One of the following:	3
GEOG 3010 Rethinking Geopolitics	
GEOG 3085 Selected Topics in Regional Geography	
GEOG 3644 Atlanta's Geographies	
GEOG 4013 Globalization	
GEOG 4503 Culture, Space, and Place	
GEOG courses 3000 or above	12 16
Electives	17-26
Minor (optional) and/or electives	
At least 11 hours from courses 3000 or higher	
Major	60
Total	120

Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Criminology

2011 JAN -5 11 34/02
Hours: Lecture/Lab/Total

Action		
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program	
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

See Attached

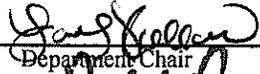
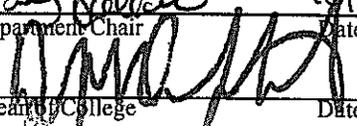
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Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2011
*For a new course, one full term must pass between approval and effective date. Term/Year

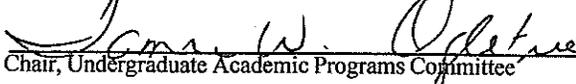
Grading System: Letter Grade Pass/Fail Other

Approval:

	10/27/10	Department Chair (if cross listed)	Date
	11/16/10	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	1-4-11	Chair, Committee on Graduate Studies	Date
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Vice President for Academic Affairs Date

Program for BS Degree in Criminology

Effective Fall 2011

Core Area F (18 hours)

1. CRIM 1100: Introduction to Criminal Justice
2. CRIM 2000: Survey of Criminology

Choose One (1) of the Following

3. SOCI 1101: Introduction to Sociology; SOCI 1160 Social Problems; ANTH 1102 Introduction to Anthropology; PSYC 1101 Introduction to General Psychology

Choose Three (3) of the Following

4. CRIM 2272 Introduction to Law Enforcement; CRIM 2273 Criminal Procedure; CRIM 2274 American Criminal Courts; CRIM 2245 Juvenile Delinquency

Major Courses (48) Hours

- CRIM 3240 Criminological Theory (Requires a C or better)
- CRIM 4000 Research Methodology (Requires a C or better)
- CRIM 4003 Statistics for the Social Sciences (Requires a C or better)
- CRIM 4284 Senior Capstone (Requires a C or better)

Choose One of the Following from Each Area A- E

- A. **Ethics:** CRIM 4230 Ethics and Criminal Justice; CRIM 4211 Police Deviance
- B. **Global:** CRIM 4911 Terrorism; CRIM 4248 International Comparative Justice
- C. **Diversity:** CRIM 4231 Women in the Criminal Justice System; CRIM 4279 Race and Crime; CRIM 4650 Corporate and White-Collar Crime
- D. **Violence:** CRIM 4233 Gangs; CRIM 4200 Violent Crime; CRIM 4232 Family Violence
- E. **Justice:** CRIM 3241 Corrections; CRIM 4277 Police in Society; CRIM 4293 Correctional Programs; CRIM 4712 Law and Society

Upper Division Criminology Courses (12 hours)

- CRIM (3)
- CRIM (3)
- CRIM (3)
- CRIM (3)

Upper Division Supporting Courses (9)

With major advisor approval, students select 9 hours of upper division courses in related fields

1. (3)
2. (3)
3. (3)

Electives (12 hours) elect this are completely at the discretion of the student with the exception of pwl courses

1. (3)
2. (3)
3. (3)
4. (3)

Total Units Was Required for the Degree = 120 hours

Rationale for program changes in Criminology major.

The program changes are intended to accomplish a number of goals. They are necessary to complete the transition of the program from a criminal justice emphasis to a criminology emphasis that includes the societal reaction to crime which encompasses the criminal justice system. Additionally, they are intended to make the criminology program more accessible to students at the University of West Georgia by bringing its requirements in line with other majors in the University. Finally the changes are intended to revise the curriculum to ensure that students are taking a sufficient number of upper division classes. The rationales are as follows:

1. Add a new class to area F. **Survey of Criminology**. This class CRIM 2000 is intended to provide students with a foundation in the theoretical aspects of Criminology that goes beyond CRIM 1100 Introduction to Criminal Justice and will serve as a prerequisite to CRIM 3240, the upper division criminological theory course. This class will ensure that students are fully prepared for upper division study in Criminology.
2. Drop SOCI 1101 Introduction to Sociology as a required course and add it to the list of courses that can be taken under F-3
3. In area F4 require students to take three of the following courses, CRIM 2272 Introduction to Law Enforcement, CRIM 2273 Criminal Procedure, CRIM 2274 Introduction to Courts, CRIM 2245 Juvenile Delinquency. By taking these lower division courses students will be ready for upper division criminology classes. This change will also facilitate matriculation for transfer students. Drop all classes that are currently in this section.
4. For major courses students will be required to pass the following for courses with a grade of C. or better: CRIM 3240 Criminological Theory, CRIM 4000 Research Methodology, CRIM 4003 Statistics for the Social Sciences, CRIM Senior Capstone. By requiring a grade of C or better this ensures program integrity and quality.
5. In areas A-E of the major courses a new emphasis is put upon criminology in order to differentiate it from criminal justice programs. Additionally, 2000 level courses will no longer count towards major requirements in A-E and a number of upper division courses have been added to replace them.

Ethics:	CRIM 4230 Ethics and Criminal Justice; CRIM 4xxx Police Deviance
Global:	CRIM 4911 Terrorism; CRIM 4248 International Comparative Justice
Diversity:	CRIM 4231 Women in the Criminal Justice System; CRIM 4279 Race and Crime; CRIM 4650 Corporate and White-Collar Crime
Violence:	CRIM 4233 Gangs; CRIM 4xxx Violent Crime; CRIM 4232 Family Violence
Justice:	CRIM 3241 Corrections; CRIM 4277 Police in Society; CRIM 4293 Correctional Programs; CRIM 4712 Law and Society

6. Add a new course CRIM 4200 Violent Crime. This course is a staple in criminology programs across the country and was added to bolster the program in the new upper division core area Violence.
7. Eliminate the 2.5 grade point average in core areas A-E, and require a grade point average of 2.0. This will bring criminology in line with other social sciences disciplines. The 2.5 grade point average requirement filtered out many students who desire to become criminology majors. This puts criminology on a level playing field with other disciplines.

These changes require no additional resources in terms of faculty or library resources. All these changes can be accomplished with existing resources and are intended merely as a way to better focus the criminology major and make it more relevant to providing the criminology program via distance learning.

Course Update Request (Add, Delete, Modify)

Originator

Sociology and Criminology
Department

College of Arts and Sciences
College

Jenks, David
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

CRIM 2000 Survey of Criminology
Prefix Number Course Title

This course will provide an overview of issues and controversies in criminology. In addition to a survey of the major criminological series, the course concentrates on the major types of crimes committed in American society. Additionally, students will be exposed to how major societal institutions impact upon crime and crime control efforts. Finally, problems associated with the measurement of crime are considered.
Course Catalog Description

3 Lec Hrs 0 Lab Hrs 3 Credit Hrs Fall - 2011 Effective Term Yearly Frequency Letter Grade Grading

Prerequisites

None

Corequisites

Rationale

This class CRIM 2000 is intended to provide students with a foundation in the theoretical aspects of Criminology that goes beyond CRIM 1100 Introduction to Criminal Justice and will serve as a prerequisite to CRIM 3240, the upper division Criminological Theory course. This class will ensure that students are fully prepared for upper division study in Criminology.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 80

Comments

TEAC Approval Required

College Approvals

Holland, Laurel [APPROVED]
Chair, Course Department

Overfield, Denise [APPROVED]
Associate Dean, College of Arts and Sciences

Cross-Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Ogletree, Tamra [APPROVED]
Chair, Undergraduate Academic Programs Committee

N/A
Chair, TEAC

FINAL-APPROVAL

Anderson, Jon [REQUIRED]
Chair, Faculty Senate

CRIM 2000 Survey of Criminology
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:

Assigned readings to be determined by the instructor

Course Description:

This course will provide an overview of issues and controversies in criminology. In addition to a survey of the major criminological series, the course concentrates on the major types of crimes committed in American society. Additionally, students will be exposed to how major societal institutions impact upon crime and crime control efforts. Finally, problems associated with the measurement of crime are considered.

Course Objectives:

Objectives will be stated by the instructor in specific course offering syllabi each time the course is offered.

Learning Objectives:

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

- Understand how crime is measured by criminologists
- Critically evaluate the major types of criminological theory.
- Observe how crimes are classified by the criminal law.
- Communicate their understanding of criminology through writing.

Prerequisites:

None

Course Requirements:

Students are expected to attend class regularly, and complete the required assignments by the scheduled date. Due dates for assignments are tentatively listed in the course schedule and any changes will be announced in class. Because class participation is part of the course grade, it is imperative to attend class. Late papers or presentations will not be

accepted unless approved and only under extreme circumstances. This is a graduate level research methods course and work that is submitted should reflect that.

Students are expected to conduct themselves in a professional manner. Participation in class discussions is highly encouraged as it enhances the learning experience for everyone. Rude and obnoxious behavior will not be tolerated. This includes, but certainly is not limited to talking while the instructor is lecturing, laughing in the back of the classroom, as well as cell phones and pagers going off during class and exams. All types of electronic devices (e.g. cell phones, pagers, personal digital assistants, laptops) are prohibited during class. If any cell phones or pagers go off during class you are subject to removal from the classroom for the remainder of that class. If any cell phones or pagers are visible during an exam, you will receive an F for that exam. If you need to be contacted regarding a possible emergency situation during class, please provide contacts with the phone number to the department office (678) 839-6505 and they will send someone down to the classroom.

All electronic communication between students enrolled in this course and the instructor will be via MyUWG accounts only. Students who send email using other email accounts such as Yahoo!, MSN, Comcast, Hotmail, etc., will not receive a reply. Since electronic communication is preferred, please do so using your MyUWG email account.

Academic Integrity:

The Department of Sociology and Criminology's policy on academic honesty and integrity can be found [here](#). All students are required to read the policy. Enrollment in this course implies acceptance of and consent to this policy. The first violation of this policy will result in a grade of "0" for the exam, paper, or assignment in question. This sanction shall apply irrespective of circumstance and the student will be reported to the Dean of the College of Arts and Sciences so that the violation is made part of the student's permanent university record. Any subsequent violation of this policy will result in a grade of "F" for the course.

Special Needs:

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.

Grading:

Final grades will be based on class participation, the in class exercise, and the three exams. Exams will consist of five essay questions, from which students will choose three questions to answer. The questions will cover material presented in class as well as required reading from the text and other assigned sources. Note that all material in the text may not be covered during class. Students are responsible for this material for examination purposes.

Class Participation – 5 %

Discussions during class are a critical component of learning and as such, everyone will be expected to keep up with the reading material and participate in discussions.

Paper – 45 %

A comprehensive paper analyzing the structure limitations of major criminological theories and how they fight crime will be assigned. Students are expected to have a comprehensive research statement, literature review, and methodology in addition to the data analysis and conclusion.

Exams – 50%

The exams will be cumulative covering *all* of the material covered in the text *and* class discussions.

Letter grades will be assigned as follows:

- 90 - 100% = A
- 80 - 89.99 = B
- 70 - 79.99 = C
- 60 - 69.99 = D
- 00 - 59.99 = F

Course Schedule:

To be determined by the course instructor

References:

Jacques, Scott, and Richard Wright. "A Sociological Theory of Drug Sales, Gifts, and Frauds". *Crime & Delinquency*.

Cobbina, Jennifer, Beth M. Huebner, and Mark Berg. "Men, Women, and Post-Release Offending: An Examination of the Nature of the Link between Relational Ties and Recidivism". *Crime & Delinquency*.

Berg, Mark and Beth M. Huebner. "Reentry and the Ties that Bind: An Examination of

Social Ties, Employment, and Recidivism". *Justice Quarterly*.

Slocum, Lee Ann. "General Strain Theory and the Development of Stressors and Substance Use over Time: An Empirical Examination." *Journal of Criminal Justice*.

Slocum, Lee Ann, Bradley Brick, Terrance J. Taylor, and Finn-Aage Esbensen. "The Effect of Neighborhood Structural Characteristics and Individual-Level Attitudes and Experiences on Youth's Crime Reporting Intentions." *Criminology*.

Varano, Sean P, Beth Huebner, and Timothy S. Bynum. "Correlates and Consequences of Pre-Incarceration Gang Involvement among Incarcerated Youthful Felons". *Journal of Criminal Justice*.

Rosenfeld, Richard, Jeff Rojek, and Scott Decker. "Age Matters: Race Differences in Police Searches of Young and Older Male Drivers." *Journal of Research in Crime and Delinquency*.

Kristin Carbone-Lopez, Finn-Aage Esbensen, and Bradley T. Brick. "Correlates and Consequences of Peer Victimization: Gender differences in direct and indirect forms of bullying." *Youth Violence and Juvenile Justice*.

Oliver, Brian (*). "My Sentence is Over but will my Punishment ever end?" *Dialectical Anthropology*.

Esbensen, Finn-Aage, Dana Peterson, Terrance J. Taylor, Adrienne Freng, D. Wayne Osgood, Dena C. Carson (*), and Kristy N. Matsuda. "Evaluation and Evolution of the Gang Resistance Education and Training (G.R.E.A.T.) Program." *Journal of School Violence*.

Lauritsen, Janet L. and Kristin Carbone-Lopez. "Gender Differences in Risk Factors for Violent Victimization: An Examination of Individual-, Family-, and Community-Level Predictors." *Journal of Research in Crime and Delinquency*.

Lauritsen, Janet L., and Karen Heimer. "Violent Victimization Among Males and Economic Conditions: The Vulnerability of Race and Ethnic Minorities." *Criminology & Public Policy*.

Rengifo, Andres F., Don Stemen, Brendan Dooley (*), Ethan Amidon (*), and Amanda Gendon (*). "Cents and Sensibility: A Case Study of Corrections Reform in Kansas and Michigan." *Journal of Criminal Justice*.

Slocum, Lee Ann, Sally S. Simpson, Alison Hipwell, and Rolf Loeber. "Mother and Child Reports of Problem Behavior: Concordance and Comprehension Across Age, Gender, Race, and Behavior Type. *Youth & Society*.

Nichols, Andrea (*). "Dance, Ponnaya, Dance! Police Abuses against Transgendered Sex

Workers in Sri Lanka." *Feminist Criminology*.

Scott Jacques (*) and Richard Wright. "Criminology as Social Control: Discriminatory Research and Its Role in the Reproduction of Social Inequalities." *Crime, Law, & Social Change*.

Taylor, Terrance J., Finn-Aage Esbensen, Bradley T. Brick, and Adrienne Freng. 2010. "Exploring the Measurement Quality of a Street Code Scale of Youth Violence: Similarities and differences across groups and contexts." *Youth Violence & Juvenile Justice*.

Stemen, Don and Andres F. Rengifo. 2010. "Policies and Imprisonment: The Impact of Structured Sentencing and Determinate Sentencing on State Incarceration Rates." *Justice Quarterly*.

Jeness, Valerie, Cheryl L. Maxson, Jennifer M. Sumner, and Kristy N. Matsuda. 2010. "Accomplishing the difficult, but not impossible: Collecting self-report data on sexual assault victimization in correctional facilities." *Criminal Justice Policy Review*.

Dodge, Mary, Laura Valcore, and David Klinger. 2010. "Maintaining Separate Spheres in Policing: Women on SWAT Teams." *Women and Criminal Justice*.

Miller, Jody. 2010. "Commentary on Heidensohn's 'The Deviance of Women': Continuity and Change over Four Decades of Research on Gender, Crime, and Social Control." *British Journal of Sociology*.

Maxson, Cheryl L., Kristy N. Matsuda, and Karen Hennigan. 2010. "'Deterrability' Among Gang and Nongang Juvenile Offenders: Are Gang Members More (or Less) Deterrable Than Other Juvenile Offenders?" *Crime and Delinquency*.

Cobbina, Jennifer, Toya Z. Like, and Jody Miller. 2010. "Gang Fights Versus Cat Fights: Urban Young Men's Gendered Narratives of Violence." *Deviant Behavior*.

Huebner, Beth M., and Mark Berg. 2010. "Examining the Sources of Variation in Risk for Recidivism." *Justice Quarterly*.

Esbensen, Finn-Aage, and Dena Carson (*). 2010. "Consequences of Being Bullied: Results from a longitudinal assessment of bullying victimization in a multi-site sample of American students." *Youth & Society*.

Slocum, Lee Ann. 2010. "General Strain Theory and continuity in offending over time: Assessing and extending GST explanations of persistence." *Journal of Contemporary Criminal Justice*.

Rengifo, Andres F., and Don Stemen. 2010. "The Impact of Drug Treatment on Recidivism: Do Mandatory Programs Make a Difference? Evidence from Kansas' Senate

Bill 123." *Crime and Delinquency*.

Jacques, Scott (*), and Richard Wright. 2010. "Right or Wrong? Toward a Theory of IRBs' (Dis)Approval of Research." *Journal of Criminal Justice Education*.

Jacques, Scott (*), and Richard Wright. 2010. "Dangerous Intimacy: Toward a Theory of Violent Victimization in Active Offender Research." *Journal of Criminal Justice Education*

Carbone-Lopez, Kristin, and Candace Kruttschnitt. 2010. "Risky Relationships? Assortative Mating and Women's Experiences of Intimate Partner Violence." *Crime and Delinquency*.

Morris, Nancy, and Lee Ann Slocum. 2010. "The Validity of Self-Reported Prevalence, Frequency and Timing of Arrest: An evaluation of Data Collected using a Life Events Calendar." *Journal of Research in Crime and Delinquency*.

White, Michael D., and David Klinger. 2010. "Contagious Fire?" An Empirical Assessment of the "Problem" of Multi-Shooter/Multi-Shot Deadly Force Incidents in Police Work." *Crime and Delinquency*.

Baumer, Eric P., and Janet L. Lauritsen. 2010 "Reporting Crime to the Police, 1973-2005: A Multivariate Analysis of Long-Term Trends in the NCS and NCVS." *Criminology*

Jacques, Scott (*). 2010. "The Necessary Conditions for Retaliation: Toward a Theory of Non-Violent and Violent Forms in Drug Markets." *Justice Quarterly*. In press.

Huebner, Beth M., Christina DeJong, and Jennifer Cobbina(*). 2010. "Women Coming Home: Long-Term Patterns of Recidivism." *Justice Quarterly*. In press.

Brick, Bradley T. (*), Terrance J. Taylor, and Finn-Aage Esbensen. 2009. "Juvenile Attitudes toward the Police: The Importance of Subcultural Involvement and Community Ties." *Journal of Criminal Justice*. In press.

Melde, Chris, and Finn-Aage Esbensen. 2009. "The Victim-Offender Overlap and Fear of In-School Victimization: A Longitudinal Examination of Risk Assessment Models." *Crime and Delinquency*. In press.

Rosenfeld, Richard. 2009. "Crime is the Problem: Homicide, Acquisitive Crime, and Economic Conditions." *Journal of Quantitative Criminology*. In press.

Rosenfeld, Richard and Steven F. Messner. 2009. "The Crime Drop in Comparative Perspective: The Impact of the Economy and Imprisonment on American and European Burglary Rates." *British Journal of Sociology*. In press.

- Esbensen, Finn-Aage, Dana Peterson, Terrance J. Taylor, and Adrienne Freng. 2009. "Similarities and Differences in Risk Factors for Violent Offending and Gang Membership." *Australian & New Zealand Journal of Criminology*. In press.
- Jacobs, Bruce, and Richard Wright. 2009. "Bounded Rationality, Retaliation, and the Spread of Urban Violence." *Journal of Interpersonal Violence*. In press.
- Jacques, Scott (*) and Richard Wright. 2009. "Apprehending Criminals: The Impact of Law on Offender-Based Research," in Offenders on Offending, edited by W. Bernasco. Cullompton, Devon, UK: Willan. In press.
- Jacques, Scott (*) and Richard Wright. 2009. "Drug Law and Violent Retaliation," in Criminology and Public Policy: Putting Theory to Work, edited by Scott Decker and Hugh Barlow. Philadelphia: Temple University Press. In press.
- Cherbonneau, Michael (*), and Richard Wright. 2009. "Auto Theft," in The Oxford Handbook of Crime and Public Policy, edited by Michael Tonry. Oxford: Oxford University Press.
- Lauritsen, Janet L., Karen Heimer, and James P. Lynch. 2009. "Trends in the Gender Gap in Violent Offending: New Evidence from the National Crime Victimization Survey." *Criminology*. In press.
- Melde, Chris, Terrance J. Taylor, and Finn-Aage Esbensen. 2009. "I Got Your Back': Examining the Protective Function of Gang Membership in Adolescence." *Criminology*. In press.
- Blumstein, Alfred and Richard Rosenfeld. 2009. "Factors Affecting Recent Crime Trends in the United States," in Understanding Crime Trends, National Research Council, Washington DC: National Academy Press. In Press.
- Richard Rosenfeld and Steven F. Messner. 2009. "The Normal Crime Rate, the Economy, and Mass Incarceration: An Institutional-Anomie Perspective on Crime-Control Policy," in Criminology and Public Policy: Putting Theory to Work, edited by Scott Decker and Hugh Barlow. Philadelphia: Temple University Press. In Press.
- Stemen, Don and Andres F. Rengifo. 2009. "Mandating Substance Abuse Treatment for Drug Possessors: The Impact of Senate Bill 123 on the Criminal Justice System in Kansas." *Journal of Criminal Justice*. In Press.
- Rosenfeld, Richard. 2009. "Homicide and Serious Assaults." In *Oxford Handbook on Crime and Public Policy*, edited by Michael Tonry. New York: Oxford University Press. In Press.
- Heimer, Karen and Janet L. Lauritsen. 2009. "Gender and Violence in the United States: Trends in Offending and Victimization," in Understanding Crime Trends, National

Research Council, Washington DC: National Academy Press. In Press.

Taylor, Terrance J., David Holleran, and Volkan Topalli. 2009. "Racial Bias in Case Processing: Does Victim Race Affect Police Clearance of Violent Crime Incidents?." *Justice Quarterly*. In press.

Melde, Chris, Finn-Aage Esbensen, and Terrance J. Taylor. 2009. "'May Piece Be with You': A typological examination of the 'fear and victimization' hypothesis of adolescent weapon carrying." *Justice Quarterly* 26. In press.

Berg, Mark T.(*), and Andres F. Rengifo. 2009. "Community Social Organization and Robbery: Examining the Role of Informal Control and Drug Market Dynamics as Mediating Factors." *Justice Quarterly* 26. In press.

Brunson, Rod K. and Jody Miller. 2009. "Schools, Neighborhoods, and Adolescent Conflict: A Situational Examination of Reciprocal Dynamics." *Justice Quarterly* 26. In press.

Carson, Dena C. (*), Christopher J. Sullivan, John C. Cochran, and Kim M. Lersch. 2009. "General Strain Theory and the Relationship Between Early Victimization and Drug Use." *Deviant Behavior* 30. In press.

Bursik, Robert J., Jr. 2009. "The dead sea scrolls and criminological knowledge: Presidential address to the American Society of Criminology". *Criminology* 47. In press.

David A. Klinger and Rod K. Brunson. 2009. "Police Officers' Perceptual Distortions During Lethal Force Situations: Informing the Reasonableness Standard." *Criminology and Public Policy* 8. In press.

Course Update Request (Add, Delete, Modify)

Originator

Sociology and Criminology
Department

College of Arts and Sciences
College

Lemke, Richard
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

Crim 4200 Violent Crime
Prefix Number Course Title

This class provides an overview of violent crime in America. It will offer the student readings which incorporate research on violence, theoretical causes of violent crime, and the application of current knowledge to social policy. Course topics include the patterns of violent crime, theoretical explanations of violence, prevention of violent crime, and the punishment/treatment of violent offenders.

Course Catalog Description

3 Lec Hrs 0 Lab Hrs 3 Credit Hrs Fall - 2011 Effective Term Yearly Frequency Letter Grade Grading

Prerequisites

Corequisites

Rationale

Add a new class to area D. (Violence). The course CRIM 4200 Violent Crime intends to provide students a foundation of the theoretical explanation of violent behavior, patterns of such behavior, and societal / institutional responses intended to prevent violence. Other criminology programs which intend to inform the student about violence The goal is to bolster area D Violence and provide the students with foundations of theoretical and empirical explanations so that students are prepared to address critical issues of violence and crime.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 40

Comments

TEAC Approval Required

College Approvals

Holland, Laurel [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Ogletree, Tamra [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

FINAL APPROVAL

Anderson, Jon [REQUIRED]

CRIM 4200 | Violent Crimes
University of West Georgia | Fall 2011
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:

Riedel, M. & Welsh, W. (2007) *Criminal Violence: Patterns, Causes, and Prevention* (2nd edition); Oxford University Press.

Zimring, F., & Hawkins, G (1997). *Crime is not the problem: Lethal violence in America*. Oxford University Press.

Additional readings on each topic area to be determined by the instructor

Course Description:

This class provides an overview of violent crime in America. It will offer the student readings which incorporate research on violence, theoretical causes of violent crime, and the application of current knowledge to social policy: Topics will include the pattern of violent crime (types of violent offenders, areas which facilitate violence), theoretical explanations of violence, prevention of violent crime, and the punishment/treatment of violent offenders.

Course Objectives:

Objectives will be stated by the instructor in specific course offering syllabi each time the course is offered.

Learning Objectives:

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

- Understand violent crime and its effects.
- Critically evaluate the patterns of violent crime
- Observe the detrimental effects of violent crime on communities.
- Communicate/demonstrate their understanding of violent collar crime through writing.

This course will contribute to six of the stated departmental learning outcomes:

- Knowledge of the main theories in criminology that offer various ways of understanding why people commit crime.
- Knowledge of how the major criminal justice institutions respond to crime, criminals and victims.
- Ability to ask relevant questions and engage in research to explore special issues in criminology/criminal justice and their effects on the larger society.
- Ability to apply criminology theories, principles and concepts to address "real life" problems and situations in the criminal justice field; ability to engage in critical thinking/analysis.
- Demonstration of strong oral and written communication skills.
- Ability to utilize appropriate technology in the study of criminology/criminal justice issues.

Prerequisites:

Crim 2000

Course Requirements:

Students are expected to attend class regularly, and complete the required assignments by the scheduled date. Due dates for assignments are tentatively listed in the course schedule and any changes will be announced in class. Because class participation is part of the course grade, it is imperative to attend class. Late papers will not be accepted unless approved and only under extreme circumstances.

Students are expected to conduct themselves in a professional manner. Participation in class discussions is highly encouraged as it enhances the learning experience for everyone. Rude and obnoxious behavior will not be tolerated. This includes, but certainly is not limited to talking while the instructor is lecturing, laughing in the back of the classroom, as well as cell phones and pagers going off during class and exams. All types of electronic devices (e.g. cell phones, pagers, personal digital assistants, laptops) are prohibited during class. If any cell phones or pagers go off during class you are subject to removal from the classroom for the remainder of that class. If any cell phones or pagers are visible during an exam, you will receive an F for that exam. If you need to be contacted regarding a possible emergency situation during class, please provide contacts

with the phone number to the department office (678) 839-6505 and they will send someone down to the classroom.

All electronic communication between students enrolled in this course and the instructor will be via MyUWG accounts only. Students who send email using other email accounts such as Yahoo!, MSN, Comcast, Hotmail, etc., will not receive a reply. Since electronic communication is preferred, please do so using your MyUWG email account.

Academic Integrity:

The Department of Sociology and Criminology's policy on academic honesty and integrity can be found [here](#). All students are required to read the policy. Enrollment in this course implies acceptance of and consent to this policy. The first violation of this policy will result in a grade of "0" for the exam, paper, or assignment in question. This sanction shall apply irrespective of circumstance and the student will be reported to the Dean of the College of Arts and Sciences so that the violation is made part of the student's permanent university record. Any subsequent violation of this policy will result in a grade of "F" for the course.

Special Needs:

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.

Grading:

Final grades will be based on class participation, papers, and a essay exam. Exams will consist of five essay questions, from which students will choose three questions to answer. The questions will cover material presented in class as well as required reading from the text and other assigned sources. Note that all material in the text may not be covered during class. Students are responsible for this material for examination purposes.

Focused Course Discussion – 10 %

Discussions during class are a critical component of learning and as such, everyone will be expected to keep up with the reading material and participate in discussions. The discussion are focused in that each week will have a specific series of questions the students will be expected to be able to answer.

3 Papers – 30 %

Three papers will be required in the duration of the course. Papers will cover the pattern of violence, theory of violence

and the treatment/punishment of violence. For each paper the students will have a small selection of specific topics to choose from.

Midterm and Final Exams – 60%

The exam will be cumulative covering *all* of the material covered in the text *and* class discussions.

Letter grades will be assigned as follows:

90 - 100% = A

80 - 89.99 = B

70 - 79.99 = C

60 - 69.99 = D

00 - 59.99 = F

Course Schedule:

To be determined by the course instructor

References:

Course or Program Addition, Deletion or Modification Request

Department: Psychology

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

2011 JAN 1 13:04

Prefix Course Title Hours: Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

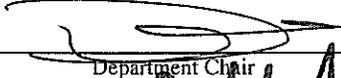
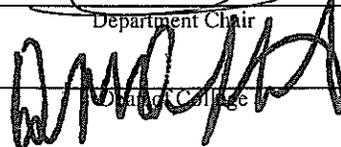
Prerequisite(s) _____

Present or Projected Enrollment: (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall 2011
Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

	11/4/10 Date	Department Chair (if cross listed)	Date
	11/16/10 Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	1-4-11 Date	Chair, Undergraduate Academic Programs Committee	Date
		Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

Beginning

Proposal to Change the Requirements for the Psychology Major for 2011-2012 Academic Year

Based on a careful analysis of assessment data from senior majors over the past two years, the following changes were formally adopted by the Department of Psychology at its November 1, 2010 meeting so as to help us better achieve our program learning objectives:

1. Department will no longer require PSYC 2000 Humanistic Psychology in Area F.
2. In its place, department will now require PSYC 2010 Psychology as a Human Science in Area F.
3. Department added any 1000 or 2000 level course from ART, CRIM, ECON, ENGL, GEOG, MUSC to its list of approved electives in Area F.
4. Department added a new course PSYC 4360 Community Psychology and placed it in the existing group of "Major Courses" from which students must take 8 hours.
5. Department added new section to the program entitled "Advanced Theory" consisting of a set of three courses (PSYC 3900, PSYC 4010-new course, PSYC 4030) from which students must select 1 and a set of three courses (PSYC 4000-new course, PSYC 4130, and PSYC 4350) from which students must select 2
6. Department changed the title of PSYC 3900 Personality and Motivation to PSYC 3900 Personality Theories and removed it from the "Major Courses" section of the program and added it to the "Advanced Theory" section of the program.
7. Department moved PSYC 4030 History and Philosophy of Psychology to "Advanced Theory" section of the program.
8. Department changed 4350 Culture & Psychology from a 3 to a 4 hour course.
9. Department added a section of the program called "Advanced Topics" in which students must take 8 hours of Psychology courses at or above 3000 level.
10. Department eliminated the requirement that Psychology majors must select a minor.
11. Department added an "Electives" section of the program in which students must take 29 hours of coursework from any department including Psychology, at least 8 ~~hours~~ must be at or above 3000 level.

hours

Existing B.A. Program

Area F

- _____ PSYC 1101
- _____ PSYC 2000
- _____ Foreign Lang 2001
- _____ Foreign Lang 2002

TWO Courses (6 hours) from the following list:

- ___ ___ FORL 2200, any 1000/2000 from ANTH, PHIL, PSYC, SOCI, or XIDS

Major Courses

TWO Courses (8 hrs) from the following list:

[please note that you may take MORE than 2 of these]

- _____ PSYC 3010 Growth and Development;
- PSYC 3150 Abnormal Psychology; PSYC 3730 Social Psychology; PSYC 3800 Mind/Body; PSYC 3900 Personality & Motivation; PSYC 4030 History & Phil. of Psychology.

Advanced Topics

20 Hours of Psychology courses at or above 3000

_____ PSYC 4884 (Required for Majors Only)

Minor (15-18 hours)

Check requirements with departments

Electives—from any department (hours vary depending on minor, so select electives so as to complete 120 hours. Subtract core, major, AND minor hours from 120 to get elective hours).

Proposed B.A. Program (changes in bold)

Area F

- _____ PSYC 1101
- _____ **PSYC 2010 Psychology as a Human Science**
- _____ Foreign Lang 2001
- _____ Foreign Lang 2002

TWO Courses (6 hours) from the following list:

- ___ ___ any 1000/2000 from ANTH, **ART, CRIM, ECON, ENGL, GEOG, MUSC, PHIL, PSYC, SOCI,** or XIDS

Major Courses

TWO Courses (8 hrs) from the following list:

[please note that you may take MORE than 2 of these]

- _____ PSYC 3010 Growth and Development;
- PSYC 3150 Abnormal Psychology; PSYC 3730 Social Psychology; PSYC 3800 Mind/Body; **PSYC 4360 Community Psychology**

Advanced Theory

ONE Course (4 hrs) from the following list:

[please note that you may take MORE than 1 of these]

- _____ PSYC 4010 Theories of Psychology
- _____ PSYC 4030 History & Philosophy of Psychology
- _____ PSYC 3900 Personality Theory

TWO Courses (8 hrs) from the following list:

[please note that you may take MORE than 2 of these]

- ___ ___ PSYC 4000 Humanistic Psychology; PSYC 4130 Eastern & Transpersonal Psychologies; PSYC 4350 Culture & Psychology

Advanced Topics

8 Hours of Psychology courses at or above 3000

_____ PSYC 4884 (Required for Majors Only)

Electives

(29 hours). Can be from any department, at least 8 hours need to be at or above 3000 level.

Course Update Request (Add, Delete, Modify)

Originator

Psychology

Department

College of Arts and Sciences

College

Dillon, James

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

PSYC

Prefix

2010

Number

Psychology as a Human Science

Course Title

This gateway course is intended to introduce beginning psychology majors to the major philosophical and methodological alternatives to psychology a natural science. This exploration will include: third and fourth force psychologies, integrative psychology, postmodernism, psychoanalysis, phenomenology, eco-psychology, qualitative research methodologies, narrative psychology, critical psychology, literature, mythology. This course will serve as preparation for more advanced study in the UWG major.

Course Catalog Description

3

Lec Hrs

Lab Hrs

3

Credit Hrs

Fall - 2011

Effective Term

Every Term

Frequency

Letter Grade

Grading

Prerequisites

PSYC 1101

Corequisites

Rationale

This course will replace PSYC 2000 "Humanistic Psychology" as the theoretical introduction to the type of psychology offered in the department.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 120

Comments

TEAC Approval Required

College Approvals

Rice, Donadrian [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Ogletree, Tamra [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Anderson, Jon [REQUIRED]

Chair, Faculty Senate

PSYC 2010—PSYCHOLOGY AS A HUMAN SCIENCE

COURSE DESCRIPTION

This course is intended to introduce beginning psychology majors to the major philosophical and methodological alternatives to psychology a natural science. This exploration will include: third and fourth force psychologies, integrative psychology, postmodernism, psychoanalysis, phenomenology, eco-psychology, qualitative research methodologies, narrative psychology, critical psychology, literature, mythology. This course will serve as preparation for more advanced study in the UWG major.

COURSE OBJECTIVES

By the end of the course the student will be able to:

- Explain the difference between qualitative and quantitative research and identify how they complement each other and identify when one might be more appropriate than another.
- Identify and compare third and fourth force psychologies.
- Demonstrate skills for evaluating and applying integrative psychology, postmodernism, psychoanalysis, phenomenology, eco-psychology, narrative psychology, and critical psychology.
- Demonstrate skills in preparing field notes and research logs.
- Demonstrate skills in interpreting qualitative data.
- Demonstrate skills in writing up qualitative research in clear, easy to understand prose.
- Identify ethical issues related to the use of qualitative methods.

COURSE REQUIREMENTS AND GRADING

Participation (20%): Active contribution to discussion, sharing ideas and insights, is critical to the success of project-centered methods training. Half of each class will be lecture and collaboration; the other half will be devoted to research projects and discussion.

Coursework online assignments (20%): Homework assignments will be online and include interaction/responses to classmates taken from topics covered in class, anything you want to say about your project, and class readings. Assignments will be due Sunday before midnight prior to class on Tuesday.

Mid-semester presentations and problem-solving exercise (15%): Our first presentations will be informal practice explaining the research project. The aim is to clearly state your research hypothesis, articulate the kind of project you are undertaking, and formulate what questions will be asked or elicited. There will also be a written problem-solving assignment.

Proposal development (20%): is determined by the quality of content, style and foresight developed in your research project. Our shared goal is an outstanding research project and fieldwork experience for you.

Final Exam (25%)

REQUIRED READINGS:

Course Textbooks:

Designing Qualitative Research, 4th Edition, by Catherine Marshall and Gretchen B. Rossman (2006)
Thousand Oaks, CA: Sage Publications.

Psychology as a human science: A phenomenologically based approach, by Amedeo Giorgi (1970) New York: Harper.

COURSE SCHEDULE

(Week 1)

Reading assignment for next week: Chapter 1- *Designing Qualitative Research* (textbook)

Eckert, Andreas and Adam Jones (2002). Introduction: Historical Writing about Everyday Life. *Journal of African Cultural Studies*, 15(1):5-16.

Ellwood, Charles A. (1924). Scientific Methods of Studying Human Society. *Journal of Social Forces*, 2(3):328-332.

(Week 2)

Reading assignment for next week: Chapter 2- *Designing Qualitative Research* (textbook)

Adams St. Pierre, Elizabeth and Kathryn Roulston (2006). The state of qualitative inquiry: a contested science. *International Journal of Qualitative Studies in Education*, 19(6):673-684

(Week 3)

Reading assignment for next week: Chapter 3- *Designing Qualitative Research* (textbook)

Rudolph, Lloyd I. and Susanne Hoerber Rudolph (2003). Engaging Subjective Knowledge: How Amar Singh's Diary Narratives of and by the Self Explain Identity Formation. *Perspectives on Politics*, Vol. 1(4): (Dec) 681-694.

(Week 4)

Reading assignment for next week: Chapter 4- *Designing Qualitative Research* (textbook)

Butera-Prinzi, Franca and Amaryll Perlesz (2003). Through children's eyes: children's experience of living with a parent with an acquired brain injury. *Brain Injury*, 18(1):83-101.

(Week 5)

Reading assignment for next week: Chapter 5- *Designing Qualitative Research* (textbook)

Schwartz-Shea, Peregrine and Dvora Yanow (2002). "Reading" "Methods" "Texts": How Research Methods Texts Construct Political Science. *Political Science Quarterly*, 55(2):457-486.

Tilley, Susan A. and Kelly D. Powick (2002). Distanced Data: Transcribing Other People's Research Tapes. *Canadian Journal of Education*, 27(2/3):291-310.

(Week 6)

Reading assignment for next week: Chapter 6- *Designing Qualitative Research* (textbook)

Burawoy, Michael (2003). Revisits: An Outline of a Theory of Reflexive Ethnography. *American Sociological Review*, 68(5):645-679.

(Week 7)

Reading assignment for next week: Chapter 7- *Designing Qualitative Research* (textbook)

(Week 8)

Reading assignment for this week: Chapter 1-2-Giorgi's *Psychology as a Human Science*

(Week 9)

Reading assignment for next week: Chapter 3-4-Giorgi's *Psychology as a Human Science*

(Week 10)

Reading assignment for next week: Chapter 3-4-Giorgi's *Psychology as a Human Science*

(Week 11)

Reading assignment for next week: Chapter 5-6-Giorgi's *Psychology as a Human Science*

(Week 12)

Reading assignment for next week: Chapter 7-8-Giorgi's *Psychology as a Human Science*

Course Update Request (Add, Delete, Modify)

Originator

Psychology

Department

College of Arts and Sciences

College

Dillon, James

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

PSYC

Prefix

4000

Number

Humanistic Psychology

Course Title

This course is an in-depth exploration of the field of humanistic psychology, which is the central focus of the West Georgia Department of Psychology. The course is primarily intended for Psychology Majors, to provide them with the guiding ideas, theories, philosophies, methods, and topics which inform aspects of many of the other courses offered by this Department.

Course Catalog Description

4

Lec Hrs

Lab Hrs

4

Credit Hrs

Fall - 2011

Effective Term

Every Term

Frequency

Letter Grade

Grading

Prerequisites

PSYC 1101; PSYC 2010

Corequisites

Rationale

Department felt that a more rigorous upper division course was needed to eventually replace PSYC 2000 Humanistic Psychology, which is currently offered.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 100

Comments

TEAC Approval Required

College Approvals

Rice, Donadrian [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Ogletree, Tamra [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Anderson, Jon [REQUIRED]

Chair, Faculty Senate

SYLLABUS

Course:	Humanistic Psychology	Instructor:	????
Course no.:	PSYC 4000	Office:	????
		Office hrs.:	????
		Phone:	????
		Email:	????

This course is an in-depth exploration of the field of humanistic psychology, which is the central focus of the West Georgia Department of Psychology. The course is primarily intended for Psychology Majors, to provide them with the guiding ideas, theories, philosophies, methods, and topics which inform aspects of many of the other courses offered by this Department. During our time together this semester, we will cover the following main topics:

- Central Organizing Concepts of Humanistic Psychology
- The Histories of Humanistic Psychology
- Major Figures in Humanistic Psychology
- Contrasts Between Humanistic Psychology and Other Schools of Psychology
- Humanistic Psychotherapies
- Humanistic Approaches to Psychological Research
- Related Sub-Fields of Psychology: Transpersonal, Gestalt, Existential
- The Futures of Humanistic Psychology

Course Objectives

1. To learn the history, basic concepts and foundational theories of Humanistic Psychology.
2. To learn to evaluate the history, basic concepts and foundational theories of Humanistic Psychology.
3. To develop the ability to apply the basic concepts and foundational theories of Humanistic Psychology to the concrete settings, e.g., love relationships, parenting, teaching, therapy, decision-making.
4. To develop a knowledge of and proficiency with the methods and dynamics involved with helping another person (or yourself) to deal with anguish, fixation, or suffering from a Humanistic point of view.
5. To improve your ability to employ critical thinking, i.e., the challenging of sources, evaluation of ideas, and integration of diverse findings into a coherent and well-thought out point of view.
6. To improve your ability to write and to “think through writing.”

Required Texts

- John Rowan, *Ordinary Ecstasy: The Dialectics of Humanistic Psychology*, 3rd edition. (Routledge)
- Carl Rogers, *On Becoming a Person*. (Mariner)
- Abraham Maslow, *Toward a Psychology of Being*, 3rd edition. (Wiley)

- Rollo May, *The Discovery of Being* (W.W. Norton)

Additional required readings are available via eReserve or on the web and are noted on the Course Schedule.

Assignments

The assignments expected for successful completion of this course include:

- Reading all reading assignments by the date they are due (see Course Schedule below)
- Maintaining a journal of your reactions to the readings. A copy of your journal entries should be turned in approximately once every 2 weeks (see Course Schedule). The purpose of the journals is to record your thoughts and questions about the readings, as well as connections between what you've read and your own experience.
- Creation of Study Sheets on 2 of the readings, each in partnership with another student.
- Three exams, each lasting approximately 1 hour
- Small Group Project – This can be on any topic related to humanistic psychology, and can be in any format (paper, play, video, art piece, poem, short story, song, etc.) – so long as both topic and format are approved by instructor. Groups can be of any size (at least 3 please), but the larger the group, the higher the expectations for the finished project. Accompanying the project should be a note detailing the process of how the project was created, and the respective roles and contributions of each group member. Project is due toward the end of the semester (see Course Schedule)
- Presentation of Project – Each group is responsible for making a 20-minute presentation of their project in class during the last week of classes (see Course Schedule). The format of this presentation is up to the group. After your presentation, you will participate in an in-depth group discussion about your topic.

Grading will be as follows:

Class participation	12%
Journal entries	24% (8 entries x 3% each)
Study sheets	4% (2 sheets x 2% each)
First exam	10%
Second exam	10%
Third exam	10%
Group project	20%
Group presentation	10%

Total *100%*

There is no formal attendance policy for this class: how many classes to attend is up to you. However, it will be difficult to get a good participation grade if you are absent all the time. Also, with rare exceptions, students who do well tend to be the ones who also show up for class. Turning in assignments on-time and getting the notes for missed classes is your responsibility. **HOWEVER:** Makeups for exams will only be given with prior approval of instructor, or in the case of severe emergency (with written documentation).

All assignments are due by 5:00pm on the due date. Assignments that are late will lose 2% per **school day** they are late, excluding weekends (i.e. 10% per week). Conversely, assignments that are early will gain 1% per **school day** they are early (maximum of 10% credit for 2 weeks early). All assignments must be turned in by 5pm on Reading Day to receive credit.

Classroom rules & policies

Since there are a lot of people who may like to participate in discussions, please raise your hand if you have a question or comment. Don't be afraid of asking stupid questions—whatever you are curious about is important! If you wish to attend class, please be respectful of others—cellphones and pagers off, no cross-chatter, try to be on time, no texting or internet use, etc. No sales of notes will be permitted between students, and plagiarism (from other students, online or published sources, or internet paper-mills) is strictly prohibited.

Course Schedule

<i>Week</i>	<i>Topic</i>	<i>Readings/ Assignments Due</i>
1	Overview	--
2	Humanistic Education	Rowan Ch. 8 Rogers Ch. 13 George I. Brown. (1971). Introduction and rationale. <i>Human Teaching for Human Learning: An Introduction to Confluent Education</i> (pp. 3-18). Parker J. Palmer. (1998). <i>The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life</i> (pp. 115-140). Journal #1 due
3	History of Humanistic Psychology	Rowan Intro, Ch. 1-3 & 12 Humanistic psychology. Available at http://en.wikipedia.org/wiki/Humanistic_Psychology Mike Arons. (1978). The humanistic orientation. Available at http://www.westga.edu/psydept/index_8266.php Chris Aanstoos & Mike Arons. A brief history of the West Georgia humanistic psychology program. Available at http://www.westga.edu/psydept/index_8267.php David N. Elkins. (2009). Why humanistic psychology lost its power and influence in American psychology: Implications for advancing humanistic psychology. <i>Journal of Humanistic Psychology</i> , 49(3): 267-291 Journal #2 due
4	Major Figures: Maslow	Maslow Foreword, Ch. 1, 2, & 13

5	Maslow	Maslow Ch. 3 – 5 Journal #3 due
6	Humanistic Theory	Rowan Ch. 15 Rogers, Ch. 10 Chris Aanstoos. (1991). Preface: The meaning of humanistic psychology. In: <i>Studies in Humanistic Psychology</i> (pp. 1-11), Chris Aanstoos (Ed.). Mike Arons. (1991). Creativity and the methodological debate: A mytho-historical reflection. In: <i>Studies in Humanistic Psychology</i> (pp. 12-32), Chris Aanstoos (Ed.).
7	Research Methods	Rogers, Ch. 11 Juliet Corbin & Anselm Strauss. (1990). <i>Basics of Qualitative Research, 3rd ed.</i> (pp. 1-17). William Fischer. (1989). An empirical-phenomenological investigation of being anxious: An example of the phenomenological approach to emotion. In: <i>Existential-Phenomenological Perspectives in Psychology: Exploring the Breadth of Human Experience</i> (pp. 127-136), Ronald Valle & Steen Halling (Eds.). Journal #4 due
8	Psychotherapy FIRST EXAM in class	Rowan Ch. 4-7
9	Major Figures: Rogers	Rogers Ch. 1-4
10	Rogers	Rogers Ch. 6, 7, & 9 Journal #5 due
11	Major Figures: May	May Ch. 1, 3, & 12
12	May	May Ch. 4-8 Journal #6 due
13	Peak Experiences & Transpersonal SECOND EXAM in class	Maslow Ch. 6 Rowan Ch. 10 Robert A. McDermott. (1993). Transpersonal worldviews: Historical and philosophical reflections. In: <i>Paths Beyond Ego: The Transpersonal Vision</i> (pp. 206-212), Roger Walsh & Frances Vaughan (Eds.). Ken Wilber. (1993). <i>Psychologia perennis: The spectrum</i>

of consciousness. In: *Paths Beyond Ego: The Transpersonal Vision* (pp. 21-33), Roger Walsh & Frances Vaughan (Eds.).

Roger Walsh & Frances Vaughan. (1993). Meditation: Royal road to the transpersonal. In: *Paths Beyond Ego: The Transpersonal Vision* (pp. 47-55), Roger Walsh & Frances Vaughan (Eds.).

Derek Gifford-May & Norman L. Thompson. (1994). "Deep states" of meditation: Phenomenological reports of experience. *Journal of Transpersonal Psychology*, 26(2), pp. 117-138.

Journal #7 due

14 Creativity &
Future Directions

Rogers Ch. 19
Maslow Ch. 10
Rowan Ch. 13-14

Final Group Projects due

15 **Project Presentations
& Discussion**

Journal #8 due

FINALS WEEK:

THIRD (FINAL) EXAM

Course Update Request (Add, Delete, Modify)

Originator

Psychology
Department

College of Arts and Sciences
College

Dillon, James
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

PSYC
Prefix

4010
Number

Theories of Psychology
Course Title

A comparative examination of several of the major theoretical perspectives alive in psychology today (psychodynamic, behavioral, humanistic/existential/transpersonal, cognitive, biological, social/critical). These perspectives will be taken up as both providing comprehensive models for living as well as establishing divergent foundations for research and practice. An important emphasis will be appreciating the coherence of each perspective while also being able to move between them.

Course Catalog Description

4
Lec Hrs

Lab Hrs

4
Credit Hrs

Fall - 2011
Effective Term

Every Term
Frequency

Letter Grade
Grading

Prerequisites

PSYC 1101; PSYC 2010

Corequisites

Rationale

This course will serve as one of our major attempts to introduce students to the dominant theoretical perspectives in the discipline. Adding this course helps us to meet one of our major program learning objectives: "students will articulate and employ the major perspectives of psychology including biological/neuroscientific, behavioral, cognitive, psychoanalytic, critical, humanistic, and transpersonal psychology."

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 100

Comments

TEAC Approval Required

College Approvals

Rice, Donadrian [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Ogletree, Tamra [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

FINAL APPROVAL

Anderson, Jon [REQUIRED]

SYLLABUS
PSYC 4010
Theories of Psychology
Fall 2011
4 Credits

Course Description

This course is a comparative examination of several of the major theoretical perspectives alive in psychology today. These perspectives will be taken up as both providing comprehensive models for living as well as establishing divergent foundations for research and practice. An important emphasis will be appreciating the coherence of each perspective while also being able to move between them.

We will be examining 6 major perspectives in this course:

- Psychodynamic
- Behavioral
- Humanistic
- Cognitive
- Biological
- Sociocultural

Rather than focusing on the historical origins or philosophical foundations of each perspective (see *PSYC 4030 History and Philosophy of Psychology* for these), this course examines how theories are made and tested within each approach, and the implications these theories have for living and professional practice. More specifically, we will examine, for each perspective:

- The major concepts and theoretical framework
- Its underlying assumptions about knowledge and human nature
- What counts as evidence
- How theories are made and tested
- What research “feels like”
- A logical and empirical critique of one particular theoretical claim
- Implications for the “real world”: your own life and professional practice

To prepare us for this kind of in-depth exploration, our course will begin with general questions about theory: What is theory? What does good theory accomplish? How can theories be evaluated? What is the relationship between psychological theory and our own lived experience of being a person?

Prerequisites: PSYC 1101 or Permission of Instructor

Course Objectives

- Develop an appreciation for the role of theory within psychology
- Be able to evaluate a psychological theory for logical consistency and explanatory power
- Be able to design an empirical test of a theoretical claim
- Develop facility with the major theoretical perspectives in psychology, including an ability to take up a particular issue from multiple perspectives
- Gain hands-on experience with research activities grounded in each perspective
- Be able to articulate how psychological theories can make a practical difference in one's life and work

Required Texts

- Slife, B.D. & Williams, R.N. (1995). What's behind the research? Discovering Hidden Assumptions in the Behavioral Sciences.
- Fernald, L.D. (2008). Psychology: Six Perspectives

Additional required readings are available via eReserve or on the web. These will be used to supplement our textbooks to get a sense of how contemporary scholarship is conducted in each theoretical perspective. You will be informed of the specific additional readings at least one week before they are due.

Assignments

- Read all readings by the class in which they are due, and come to class prepared with questions you have about the readings.
- Active participation in all class activities.
- Conduct 6 small-scale field research projects (one for each perspective). This will involve engaging in "research" with friends and family members and writing up your results in a 3-page brief report. A standard template for writing these up will be handed out in class.
- 3 tests, each about 45 minutes in length, taken in class. Each test will cover 2 perspectives, and will test for your knowledge of each theoretical perspective as well as your apply it in various scenarios. Each test will be a mix of short-answer and essay questions.
- Group project presentation. Toward the end of the semester, you will be divided into 6 groups. Each group will be examining the same topic in light of one of the 6 perspectives we have discussed in class. This work will culminate in each group sharing the "results" of their project in an organized class presentation.
- Final cumulative exam, held during Finals Week.

Grading will be as follows:

Class Participation	10%	
Field Projects	30%	(6 reports x 5% each)
In-class Tests	30%	(3 tests x 10% each)
Final Exam	20%	
Group Project Presentation	10%	

Total

100%

Attendance and Assignment Timeliness

Any more than ONE (1) Unexcused Absence will detract from your grade. An absence must either be cleared with me ahead-of-time or represent an emergency that can be documented to the instructor.

Makeups for tests and exams will only be given with prior approval of instructor, or in the case of severe emergency (with written documentation).

All assignments are due by 5:00pm on the due date. Assignments that are late will lose 2% per **school day** they are late, excluding weekends (i.e. 10% per week). Conversely, assignments that are early will gain 1% per **school day** they are early (maximum of 10% credit for 2 weeks early).

All assignments must be turned in by **5pm on Reading Day** to receive credit.

Classroom rules & policies

Since there are a lot of people who may like to participate in discussions, please raise your hand if you have a question or comment. Don't be afraid of asking stupid questions—whatever you are curious about is important! If you wish to attend class, please be respectful of others—cellphones and pagers off, no cross-chatter, try to be on time, no texting or internet use, etc. Students who wish to take notes via laptop should note that an upright screen is also a barrier between the student and the rest of the class, so please use screens in a flattened (horizontal) position. No sales of notes will be permitted between students, and plagiarism (from other students, online or published sources, or internet paper-mills) is strictly prohibited.

Course Schedule (approximate)

Week	Topic	Assignments Due
1	Overview and Introduction to Theory	
2	Biological Theories	
3	Doing Biological Research	
4	Behavioral Theories	Field Report #1 due
5	Doing Behavioral Research	
6	Cognitive Theories	Test #1 in class; Field Report #2 due
7	Doing Cognitive Research	
8	Psychodynamic Theories	Field Report #3 due
9	Doing Psychodynamic Research	
10	Humanistic Theories	Test #2 in class; Field Report #4 due
11	Doing Humanistic Research	
12	Sociocultural Theories	Field Report #5 due
13	Doing Sociocultural Research	

14	Group Project Work	Test #3 in class; Field Report #6 due
15	Final Group Presentations	Group Projects/Presentations due

Finals Week: FINAL EXAM at ??:??

Course Update Request (Add, Delete, Modify)

Originator

Psychology
Department

College of Arts and Sciences
College

Dillon, James
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

PSYC 4360 Community Psychology
Prefix Number Course Title

An overview of the history, philosophy, methods and practice of community psychology with a focus on current community challenges. Students will obtain direct experience in both community research and praxis.

Course Catalog Description

4 Lec Hrs 0 Lab Hrs 4 Credit Hrs Fall - 2011 Effective Term Every Term Frequency Letter Grade Grading

Prerequisites

PSYC 1101

Corequisites

Rationale

This course will be a central part of a modified psychology curriculum that focuses on the role of psychology in addressing social problems.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 80

Comments

TEAC Approval Required

College Approvals

Rice, Donadrian [APPROVED]
Chair, Course Department

Overfield, Denise [APPROVED]
Associate Dean, College of Arts and Sciences

Cross-Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Ogletree, Tamra [APPROVED]
Chair, Undergraduate Academic Programs Committee

N/A
Chair, TEAC

FINAL APPROVAL

Anderson, Jon [REQUIRED]
Chair, Faculty Senate

Community Psychology

Proposed as a 4 credit course

Catalog Description

An overview of the history, philosophy, methods and practice of community psychology with a focus on current community challenges. Students will obtain direct experience in both community research and praxis.

Course Objectives

- Acquire an understanding of the value and methods of community psychology and how it differs from other subfields of psychology
- Become familiar with the variety of research and practice approaches in community psychology
- Develop an understanding of the effects of societal, cultural and environmental influences on psychological and community well-being
- Be able to think in terms of prevention and alternatives to individually oriented services
- Become familiar with a community of your choice and apply some of the principles and methodologies of community psychology to this community.
- Acquire and be able to use a variety of community psychology and community organizing tools.
- Be familiar with asset-based approaches to community development
- Become aware of your own assets and resources so as to help you situate yourself professionally and personally.
- Develop insight into your skills as a human service practitioner
- Develop skills in working with groups, both within the classroom and outside.
- Hone your own vision of community health and develop strategies by which you can help make this vision a reality.
- Develop writing and speaking skills related to the topics covered in class.

Texts and Resources

Campbell, C. & Murray, M. (2004). Community health psychology: Promoting analysis and action for social change. *Journal of Health Psychology*, 9, 187-196.

Davidson, H., Evans, S., Ganote, C., Henrickson, J., Jacob-Priebe, L., Jones, D. I., Prilleltensky, I. & Riemer, M. (2006). Power and action in critical theory across disciplines: Implications for critical community psychology. *American Journal of Community Psychology*, 38, 35-49.

Fryer, D. (2008). Some questions about "The history of community psychology". *Journal of Community Psychology*, 36, 5, 572-586.

Kretzmann, J. P. & McKnight, J. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets*. ACTA Publications: Skokie, IL.

Marmot, M. (2001). Inequalities in health. *The New England Journal of Medicine*. 345, 134-136.

Maton, K. L. (2000). Empowering community settings: Agents of individual development, community betterment, and positive social change. *American Journal of Community Psychology*, 41, 4-21.

- McKnight, J. L. & Kretzmann, J. P. (1996). Mapping community capacity. Institute for policy research, Northwestern University.
- Nelson, G & Prilleltensky, I. (2005). *Community psychology: In pursuit of liberation and well-being*. Palgrave Macmillan, New York.
- O'Donnell, C. R. (2006). Beyond diversity: Toward a cultural community psychology. *American Journal of Community Psychology*. 37, 1, 1-7.
- Rappaport, J. (2005). Community psychology is (Thank God) more than science. *American Journal of Community Psychology*. 25, 231-238.
- Toro, P. A. (2005). Community psychology: Where do we go from here? *American Journal of Community Psychology*, 35, 1, 9-16.
- Weisman, A. (2008). *Gaviotas: A village to reinvent the world*. Chelsea Green Publishing Co., Vermont.

Grading Policy

Participation/Attendance	(20%)
Mid-Term Essay	(10%)
Group Project	(30%)
Community practice Reflection	(20%)
Take-Home Final	(20%)

Brief Class Schedule

Weeks 1	Introduction to class and to Community Psychology
Weeks 2	Power and Justice in Community Psychology
Week 3	Power and Justice in our own lives
Weeks 4	Empowering individuals and communities
Weeks 5	Social Capital
Weeks 6	Social transformation strategies and approaches
Weeks 7	Participatory Action Research
Weeks 8	Case Studies – Group Report Backs
Week 9	Asset Based Community Development – Introduction
Week 10	Asset Based Community Development - In Action
Week 11	Community Health and Wellness
Week 12	Discussion: Gaviotas
Weeks 13&14	Facilitating Groups and Learning Conversations
Weeks 15 &16	Photovoice: Methodology and project

Addendum III

A Proposal to Specify the Meaning of “Consultation” in the Faculty’s Shared Governance Role

Submitted to the Faculty Senate by the Rules Committee (Chris Aanstoos, Chair)

The Preamble

To enhance a mutual commitment to the consultative role of the faculty in university governance, the Rules Committee and President Sethna recommend that the Senate clarify an ambiguity in the current specification in the *Policies and Procedures* with respect to the place of the faculty in the process of consultation, by the following changes to the *Policies and Procedures*.

The Motion

MOTION: To clarify and improve the consultative role of the faculty in the shared governance of the university, it is recommended that the *Policies and Procedures* be revised as follows (highlighted material = additions):

Article I, Section 1,F:

The President, in consultation with **the Faculty Senate and other** representatives of the University community, shall determine the divisional organizational structure necessary for the orderly, effective, and efficient administration of the University’s affairs...

Article II, Section 1,D:

The President, in consultation with **the Faculty Senate and other** representatives of the University community, shall determine the divisional organizational structure necessary for the orderly, effective, and efficient administration of the University’s affairs...

Article III, Section 1,F:

The President, in consultation with **the Faculty Senate and other** representatives of the University community, shall determine the divisional organizational structure necessary for the orderly, effective, and efficient administration of the University’s affairs...

Article III, Section 2,D:

The President, in consultation with **the Faculty Senate and other** representatives of the University community, shall determine the divisional organizational structure necessary for the orderly, effective, and efficient administration of the University’s affairs...

Addendum IV

A Proposal to Provide Support for the Chair of the Senate

Submitted to the Faculty Senate by the Rules Committee (Chris Aanstoos, Chair)

The Preamble

To enhance a mutual commitment to the consultative role of the faculty in university governance, President Sethna proposed to provide support to the Chair of the Senate for his or her service.

The Motion

MOTION: To amend the *Policies and Procedures*, Article IV, Section 2,B by the addition of a new point, as follows (highlighted material = additions):

4. Support

To support the effective carrying out of his or her duties, in due recognition of the time commitment of such service, the Chair of the Faculty Senate shall receive reassigned time of one-course per semester or the equivalent. In consultation with the individual's supervisors up through the level of the Provost, there may be an alternative of an equivalent stipend. In the case of reassigned time, the Chair's home department shall be compensated by an amount sufficient to hire a part-time instructor to fill the gap left by the course release.

Addendum V

A Proposal
To Include the Chair of the Senate on the President's Advisory Committee

Submitted to the Faculty Senate by the Rules Committee (Chris Aanstoos, Chair)

The Preamble

To enhance a mutual commitment to the consultative role of the faculty in university governance, President Sethna proposed to regularly invite the Chair of the Senate to participate in meetings of the President's Advisory Committee, for non-personnel matters, with the stipulation that the Chair would be bound by the same ground rules that pertain to all persons on this committee.

The Motion

MOTION: To accept the proposal of the President to include the Chair of the Senate among those who shall be invited to participate in meetings of the President's Advisory Committee.

Current Policy Affected by this Proposal

The *Policies and Procedures*, Article I, Section 1,E,1 defines the President's Advisory Committee (PAC) as follows:

The President's Advisory Committee shall be the immediate advisory body to the President. The President shall appoint persons to this committee with whom he or she will consult on a regular basis to advise him or her on the administration of the University. This Committee shall consist of: a. Persons in administrative positions reporting directly to the President; and b. Such other persons as the President believes will provide advice for the orderly, effective, and efficient administration of the Committee's affairs. Appointments shall be annual at the beginning of the fiscal year...

As a result of this motion, the President would normally invite the Chair of the Senate to meetings of the PAC. No changes to the *Policies and Procedures* are necessary to empower the President to do so, as they already provide him with such authority.

Addendum VI

A Proposal to further Define the Executive Committee

Submitted to the Faculty Senate by the Rules Committee (Chris Aanstoos, Chair)

Preamble

Given the importance of a clear definition of the functions of the Senate's Executive Committee, and given that these functions are currently ill-defined, the Rules Committee recommends that the Senate adopt the following proposal, which specifies more fully the various functions of the Executive Committee as well a proposed revision to its composition.

The Motion

MOTION: To replace Article IV, Section 2,E of the *Policies and Procedures* by adding the following in its place:

- E. The Executive Committee. The Faculty Senate shall include an Executive Committee with the following functions and composition.
1. Functions. The Executive Committee shall have broad responsibility for:
 - a. planning and facilitating the activities of the Senate, including the following functions: assign senators to Senate standing committees and subcommittees; create *ad hoc* Senate committees and assign senators; assign senators to such non-senate university committees, task forces and search committees as may be needed; propose any legislation to the Senate the Executive Committee may deem appropriate.
 - b. appointing an *ad hoc* elections committee to oversee the election of the officers of the Senate, including receiving nominations, organizing and supervising elections, monitoring compliance, adjudicating challenges, and certifying the results.
 - c. interviewing candidates for university-wide positions and provide evaluations to the appropriate search committees.
 2. Composition. The Executive Committee shall be composed of the chairs of the Senate standing committees, the Chair of the Senate, the Past Chair of the Senate, the Executive Secretary of the Senate, the President of the University, and the Provost of the University.

Current Policy That Would Be Changed

The current Article IV, Section 2,E of the *Policies and Procedures* to be replaced:

- ~~E. The Executive Committee of the Faculty Senate—the Executive Committee of the Faculty Senate, consisting of the Chair, Past Chair, Executive Secretary, and the Chairs of the Standing Committees of the Senate, shall create and assign members to Senate Ad Hoc Committees and assign Senators to standing committees.~~

Addendum VII

A Proposal to Revise the Allocation and Number of Senators

Submitted to the Faculty Senate by the Rules Committee (Chris Aanstoos, Chair)

Preamble

Because the reorganization of the College of Arts and Sciences and the reorganization within the College of Education resulted in structures that no longer conform to the existing rules for the allocation of senators (see *Policies and Procedures*, Article IV, Section 2), the Rules Committee was charged with the task of devising a new set of rules to govern the allocation of senators. After extensive study of Senate structures at other universities, conversations with colleagues across the colleges at UWG, and deliberation within the committee of many alternatives, the Rules Committee developed a new determination based on the principle presented to the Senate as an Information Item at the November meeting, which was:

Each college, the School of Nursing and the Library shall be allocated the number of senators equal to 10% of their full-time faculty. The Library and the School of Nursing shall elect their senators at large. For the colleges, each department within a college first elects one senator, and then the remaining senators allocated to that college are elected at-large by the college.

The following proposal codifies the revised language for the *Policies and Procedures* manual needed to enact this proposed allocation. The numbers of faculty on which this allocation was determined are provided in the Appendix.

The Motion

Motion to replace Article IV, Section 2, A, 5 of the *Policies and Procedures* with the following:

Forty-five duly elected senators, apportioned as follows: College of Arts and Humanities, thirteen, including one elected by each of its departments and the rest elected by the college at large; College of Social Science, six, including one elected by each of its departments and the rest elected by the college at large; College of Science and Mathematics, nine, including one elected by each of its departments and the rest elected by the college at large; Richards College of Business, five, including one elected by each of its departments, and the rest elected by the college at large; College of Education, eight, including one elected by each of its departments and the rest elected by the college at large; the School of Nursing, two, elected by the School at large; the Library, two, elected by the Library at large. 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.

Current Policy Changed by the Proposed Policy

Article IV, Section 2, A, 5 of the *Policies and Procedures* currently states:

Thirty Nine (39) duly elected senators apportioned as follows: College of Arts and Sciences, nineteen (19); Richards College of Business, six (6); College of Education, nine (9); School of Nursing, two (2) and the Library, three (3). No department of any unit shall be represented by more than one (1) senator unless a unit has fewer departments than its allotted number of senators. In no case shall departmental representation exceed two (2) senators.

Appendix

These are the statistics that were the basis for the allocation of senators allotted to each unit. They were supplied by the Provost’s office, and are the latest, final, official (“frozen”) numbers for this semester; they were checked and rechecked. They conform to the definition of who is eligible faculty that was approved at the Senate’s November meeting.

COLLEGE OF ARTS AND HUMANITIES..... 127

- Art: 18
- English//Philosophy: 52
- Foreign Languages: 15
- History: 23
- Music: 10
- Theater: 9

COLLEGE OF SOCIAL SCIENCES..... 64

- Anthropology: 5
- Mass Comm: 11
- Political Science/Planning: 16
- Psychology: 17
- Sociology/Criminology: 15

COLLEGE OF SCIENCE AND MATHEMATICS..... 85

- Biology: 20
- Chemistry: 11
- Computer Science: 9
- Geosciences: 13
- Mathematics: 27
- Physics: 5

RICHARDS COLLEGE OF BUSINESS..... 50

- Accounting /Finance: 11
- Economics: 10
- Management: 13
- Marketing/Real Estate: 16

COLLEGE OF EDUCATION..... 84

- Collaborative Support & Intervention: 24
- Early Learning and Childhood Education: 15
- Educational Innovation: 20
- Leadership & Applied Instruction: 25

SCHOOL OF NURSING..... 23

LIBRARY..... 15

TOTAL..... 448

Addendum VIII

An Information Item

Submitted to the Faculty Senate by the Rules Committee (Chris Aanstoos, Chair)

ON THE COMMITTEE STRUCTURE OF THE SENATE

Background

Among the agenda items for the Rules Committee this year is the question of the structure of the Senate's committees. Given the necessity to revisit at least their composition in light of the reorganization of the College of Arts and Sciences, the Rules Committee has come to see the Senate's committee structure as one of the key areas to optimize, as part of its overall project to enhance the capacity of the Senate to play a significant, timely, efficient, effective and transparent role in shared university governance.

The Rules Committee has extensively studied the committee structure of Faculty Senates at other universities, has had conversations with faculty and administrators at UWG, and has deliberated on many alternatives. This process is still ongoing, but at this point the Committee would like to solicit the counsel of the Senate. To do so, it offers via this Information Item the following questions about parameters under consideration. The Committee would welcome any direction concerning these, or any other parameters that may bear on this issue.

Some Questions about Prospective Parameters

1. How can the workload of the committees be most optimally distributed?
2. What tasks are not being met well by the current committee structure?
3. What new committees might be important to constitute?
4. Should any committees be disbanded, or collapsed into other committees?
5. How can the committees be revised to better interface with UWG's administrative divisions?
6. Should the composition of any of the committees be revised? If so, how?

Timeliness

The Rules Committee would like to receive responses prior to our next committee meeting on January 28, at which time we hope to develop a final proposal to submit to the Senate for its February 25 meeting. We welcome replies, signed or anonymous, in person, by mail, and by email. Emailed responses can be sent either to the Rules Committee as a whole or to any member of the committee. (The Rules Committee's membership is specified on its web site which, along with other contact information, is provided below.)

Contact Information

Rules Committee web site: http://www.westga.edu/vpaa/index_13650.php

Rules Committee email address: FS-RULES@westga.edu

Rules Committee Chair: Chris Aanstoos, Psychology Dept, 678-839-0618, aanstoos@westga.edu

Addendum IX

An Information Item

Submitted to the Faculty Senate by the Rules Committee (Chris Aanstoos, Chair)

ON THE DEFINITION OF A QUORUM

Background

Because the rules in the *By-Laws* regarding quorums (see Article I, E, F and Article V) for meetings of the general faculty were written prior to the computer-based communication, its definitions of quorum and voting requirements do not include any reference to electronic means for doing so. Lacking such specification, it has been interpreted narrowly as requiring the physical presence of faculty for quorum requirements. On the basis of such interpretation, the required 50% threshold has been a very rare achievement. The consequence has been that either the presiding officer must declare the appearance of a quorum when it does not exist, or that declaration is challenged and the meeting is adjourned. Because a single attendee can thus force the adjournment of almost any meeting, the impact is the potential disenfranchisement of the faculty as a deliberative body recommending policy to the administration, as well as the subsequent impoverishment of administrative decision-making bereft of faculty input. Because this prospect can otherwise be an enduring problem, the Rules Committee is considering a recommendation that the definition of a quorum be clarified to accommodate electronic communication. These deliberations are ongoing, but at this point in the process the Committee would like to solicit the counsel of the Senate. To do so, it offers via this Information Item the following questions about parameters under consideration. The Committee would welcome any direction concerning these, or any other parameters that may bear on this issue.

Some Questions about Prospective Parameters

1. What percentage of faculty should constitute a quorum at General Faculty meetings?
2. Should electronic balloting be permitted for General Faculty meetings?
3. If so, should the electronic ballots be counted toward the quorum at such meetings?
4. If so, what procedures should govern such balloting?

Timeliness

The Rules Committee would like to receive responses prior to our next committee meeting on January 28, at which time we hope to develop a final proposal to submit to the Senate for its February 25 meeting. We welcome replies in person, by mail, and by email. Emailed responses can be sent either to the Rules Committee as a whole or to any member of the Committee. (The Committee's membership is specified on its web site which, along with other contact information, is provided below.)

Contact Information

The Rules Committee web site: http://www.westga.edu/vpaa/index_13650.php

The Rules Committee email address: FS-RULES@westga.edu

The Rules Committee Chair: Chris Aanstoos, aanstoos@westga.edu, 678-839-0618

Addendum X

An Information Item

Submitted to the Faculty Senate by the Rules Committee (Chris Aanstoos, Chair)

On the Process of Amending the Bylaws and the Policies and Procedures

Background

The *Policies and Procedures* and the *Bylaws*, the basic documents that specify faculty governance include specifications on how they are to be amended (see *Policies and Procedures* Article IV, Section 3, Article V, Section 4, and *ByLaws*, Article V). Because they were written prior to the computer-based communication, these amendment procedures do not include any reference to electronic means for doing so. Lacking such specification, it has been interpreted narrowly as requiring the physical presence of faculty for approving amendments. On the basis of such interpretation, the required 50% threshold has been a very rare achievement. The consequence has been that either the presiding officer must declare the appearance of a quorum when it does not exist, or that declaration is challenged and the meeting is adjourned. Because a single attendee can thus force the adjournment of almost any meeting, the impact is the potential disenfranchisement of the faculty as a deliberative body capable of amending its own governing documents. Because this prospect can otherwise be an enduring problem, the Rules Committee is considering a recommendation to revise the procedure for amending these documents that will accommodate electronic communication. These deliberations are ongoing, but at this point in the process the Committee would like to solicit the counsel of the Senate. To do so, it offers via this Information Item the following questions about parameters under consideration. The Committee would welcome any direction concerning these, or any other parameters that may bear on this issue.

Some Questions about Prospective Parameters

1. Should the amendment process allow for approval by electronic balloting?
2. If so, what procedures should govern such balloting?

Timeliness

The Rules Committee would like to receive responses prior to our next committee meeting on January 28, at which time we hope to develop a final proposal to submit to the Senate for its February 25 meeting. We welcome replies in person, by mail, and by email. Emailed responses can be sent either to the Rules Committee as a whole or to any member of the Committee. (The Committee's membership is specified on its web site which, along with other contact information, is provided below.)

Contact Information

The Rules Committee web site: http://www.westga.edu/vpaa/index_13650.php

The Rules Committee email address: FS-RULES@westga.edu

The Rules Committee Chair: Chris Aanstoos, aanstoos@westga.edu, 678-839-0618