Memorandum

To: General Faculty

Date: December 4, 2019

Regarding: Faculty Senate Agenda for December 6, 2019 in Nursing 106

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1. Call to Order

2. Roll Call

3. Approval of Minutes from November 8, 2019 (**Addendum I**)

4. Committee Reports

Committee I: Undergraduate Programs Committee (Nick Sterling, Chair)

Action Items: (**Addendum II**)

    A) College of Social Sciences

        1) Department of Anthropology

            a) ANTH 3104 – The Survivalist's Toolkit

                Request: Add

            b) ANTH 4103 - Field Methods in Cultural Resource Management

                Request: Add

            c) ANTH 4175 – Southeastern Archaeology & Ethnohistory

                Request: Add

            d) ANTH 4176 – Narrative and Storytelling in Ethnography

                Request: Modify

        2) Department of Psychology

            a) PSYC 2010 - Psychology as a Human Science

                Request: Modify

        3) Department of Sociology

            a) SOCI 4439 - Sociology of Global Health

                Request: Add

Information Item:

    A) Richards College of Business

        1) Department of Marketing and Real Estate

            a) Major in Real Estate

                Request: Deactivate

Committee II: Graduate Programs Committee (Ben Geyer, Chair)

Action Items: (Addendum III)

A) College of Education

1) Department of Educational Technology and Foundations

a) MEDT 7452 – Multiple Literacies for School Library Media

Request: Add

b) MEDT 7454 – Promoting Children's and Young Adult Literature in the School Library Media Program

Request: Add

c) MEDT 8468 – The Instructional Leadership Role of the SLMS

Request: Add

d) MEDT 8470 – Action Research for School Library Media

Request: Add

B) College of Social Sciences

1) Department of Anthropology

a) ANTH 6881 – Independent Study in Anthropology

Request: Add

Information Items:

A) College of Education

1) Department of Communication Sciences and Professional Counseling

a) Speech Language Pathology, M.Ed.

Request: Modify

B) Connie Barbour is chair-elect of the Graduate Programs Committee and will serve as Chair in AY20.

Committee III: Academic Policies Committee (Agnieszka Chwialkowska, Chair)

Action Item:

A) UWG Academic Catalogs

1) Undergraduate Catalog – Admission

a) Transfer Students (Addendum IV)

Request: Modify

2) Undergraduate Catalog – Undergraduate Academic Policies

a) Academic Renewal Policy (Addendum V)

Request: Modify

Committee IV: Rules Committee (Anja Remshagen, Chair)

Action Item:

A) UWG *Faculty Handbook*

1) 103, Procedures and Criteria for Promotion and Tenure

a) 103.0302 Specific Minimum Criteria for Promotion (**Addendum VI**)
Request: Modify

B) UWG Academic Affairs Policies Index

2) UWG Procedure 2.2.2, Criteria for Promotion (**Addendum VII**)
Request: Approve

Committee V: Diversity and Internationalization Committee (Angela Pashia, Chair)

Action Item:

A) Resolution on Retaining Diverse Faculty (**Addendum VIII**)

5. Old Business

6. New Business

A) Shared Governance, Matt Franks

7. Announcements

A) Senate Liaison Reports

8. Adjournment

Addendum I

Faculty Senate

Draft Meeting Minutes

November 8, 2019

1. Call to Order

Chair Butler called the meeting to order at 1:01 p.m.

2. Roll Call

Present:

Barbour, Bertau, Besnosov, Boumenir, Branyon, Cheng, Chwialkowska, Dahms, DeFoor, Dutt, Elman, Fuentes, Gault, Gordon, Green (sub. Griffin), Hansen, Hong, Ivory (sub. Cook), Kellison (sub. Lane), Kimbrel, Koczkas (sub. Zapata), Lanier (sub. Perryman), McKendry-Smith, MacKinnon, McLean, Miller (sub. Pearson), Moon, Morris (sub. Swift), Neely, Nickell, Ogletree, Pashia, Pazzani, Pencoe, Pidhainy, Reber, Rees, Remshagen, Richter, Scullin, Self, Snipes, Sterling, Taylor (sub. Capponi), Tweraser, Wadlingdon, and Wang

Absent:

Faucette, Geyer, Gu, and Towhidi

3. Approval of Minutes from October 11, 2019

Minutes unanimously approved by voice vote.

4. Committee Reports

Committee I: Undergraduate Programs Committee (Nick Sterling, Chair)

Action Items:

  A) Tanner Health Systems School of Nursing

    1) NURS 3000 - Holistic Health Assessment

      Request: Modify

Items 1 and 4 were taken as a block and approved unanimously

    2) NURS 3201 - Health Care of the Client I

      Request: Modify

Item approved unanimously.

    3) NURS 3210 - Medication Mathematics

      Request: Add

Item approved unanimously.

    4) NURS 3301 - Clinical Practice I

Request: Modify

Items 1 and 4 were taken as a block and approved unanimously

5) NURS 4000 - Preparation for Nursing Licensure

Request: Modify

Item approved unanimously.

6) NURS 4103 - Professional Nursing Concepts Capstone

Request: Add

Item approved unanimously.

7) NURS 4202 - Health Care of the Client IV

Request: Modify

Item approved unanimously.

8) Nursing, Pre-Licensure Track, Carrollton, BSN

Request: Modify

Items 8 and 9 were taken as a block and approved unanimously.

9) Nursing, Pre-Licensure Track, Newnan, BSN

Request: Modify

Items 8 and 9 were taken as a block and approved unanimously.

B) University College

1) XIDS 4985 - Special Topics in Interdisciplinary Studies

Request: Add

Item approved unanimously.

Committee II: Graduate Programs Committee (Ben Geyer, Chair)

Action Items:

B) College of Education

2) Department of Communication Sciences and Professional Counseling

e) College Student Affairs

Request: Add

Item approved unanimously.

C) Richards College of Business

1) Department of Marketing and Real Estate

b) MKTG 5823 - Logistics and Supply Chain Management

Request: Add

    c) [MKTG 5828 - Green Marketing](#)

        Request: Add

All items from the Richards College of Business Department of Marketing and Real Estate were taken as a block and approved unanimously.

Information Items:

  A) College of Education

    1) Department of Communication Sciences and Professional Counseling

      1) [Professional Counseling and Supervision, Ed.D.](#)

      These modifications add a minimum graduate GPA of 3.5, a minimum GRE writing scale score of 3.5 to the admissions requirements for this program, revise the language associated with master's degrees in related fields based on the current professional terminology used in mental health, and clarify the language regarding the related fields that are appropriate for consideration for admission.

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

      a) [Sport Management, M.S. Concentrations in Intercollegiate Athletics Administration, Sport Analytics](#)

      This modification adds the GMAT as an option for admission to the program.

Committee III: Academic Policies Committee (Agnieszka Chwialkowska, Chair)

Action Item: (Figure 1)

  B) UWG Academic Catalogs

    3) Undergraduate Catalog - Admission

      a) Opportunities for Students During High School

      Request: Modify

Item approved unanimously.

Committee IV: Rules Committee (Anja Remshagen, Chair)

Information Item:

  A) Angela Branyon is chair-elect of the Rules Committee.

5. Old Business

6. New Business

7. Announcements

  A) Senate Liaison Reports

    No Liaison Reports.

  B) General Education Assessment Committee, Angela Insenga (**Figure 2**)

Dr. Insenga presented the Charter for the standing General Education Assessment Committee, as well as a brief overview of the committee's purpose in and plan for assessing Core Areas A-F.

C) Budget, David Jenks and Micheal Crafton

As the time was 1:18 p.m. and a previously circulated email to university faculty stated that the Faculty Senate would begin the budget discussion at 1:30 p.m., Dr. Sterling asked to wait until 1:30 p.m. to begin the discussion. Dr. Ogletree then asked for an update on the current Presidential Search.

Chair Butler stated that of a total of 92 applicants, they have narrowed the pool down to 14. The committee then ranked their top 8 candidates in order of preference based on a rubric measuring three themes in order to further narrow that pool down to 10 candidates with an unspecified number of alternates. She further noted that the ad for the search closed on October 22, 2019, and that the last listening session had taken place. She then reminded faculty of the current survey on the website. When asked if all candidates had a terminal degree in their fields, she stated that she did not recall. When asked if faculty could see a list of faculty-submitted questions for the candidates, Chair Butler stated that the committee has looked for frequently asked questions and composed a list from that pool. She then updated the faculty on the timeline of the search, stating that interviews would take place the week before Thanksgiving and that the candidate pool would be narrowed further to 3-5 candidates around December 1.

*At the 1:30 p.m. mark, Chair Butler invited faculty and students waiting outside to come inside and thanked the students in attendance for their love and support over the past week. She then invited the students to read their prepared statements, which have been included as (*Figure 3*). After a round of applause for the students, Chair Butler then turned the discussion over to Interim President Crafton and Interim Provost Jenks, who also read prepared statements of explanation and apology for any confusion and lack of information over the past week. Both promised that they will make sure that there is no gap in communication moving forward, and both stated how impressed they were with the support and love from our students during this time.*

Dr. Crafton noted that he and Dr. Jenks had just met with the Faculty Senate Executive Committee in a productive meeting to discuss the current budget situation, and they welcomed faculty to join him in crafting a solution here and at subsequent meetings and town halls on the subject. The first Budget Town Hall will take place on Monday, November 11 at 2:30 p.m.

in the Campus Center Ballroom, and Dr. Crafton stated that much more information will be provided at that meeting.

Dr. Crafton clarified that non-renewal letters were not a termination. Instead, faculty receiving said letters were not guaranteed a new contract for AY20. Still, he said, that does not diminish the feelings of those who received a non-renewal letter.

A timeline of events was then given. In the Fall, enrollment became clear. From Fall 17 to Fall 19, we have lost 818 first-time, full-time Freshman, and that loss of credit hours resulted in a loss of tuition revenue. The loss of tuition revenue from the loss of 500 students for the current fiscal year is estimated to be a little over $3 million. This causes a multiplier effect, as this loss is compounded year after year. The university budget is based on expenditures and costs of running the university and earned revenue, which is primarily enrollment-based. When thinking of the big picture, the budget is an effect of those two things. The goal is to grow enrollment and retention, as well as try to strategize on the management of the budget without sacrificing student success and academic rigor. This campus-wide budget analysis will continue during the current fiscal year.

Dr. Crafton reiterated the November 11 meeting, stating that much more detail about the current budget situation will be provided then. They are also in the process of learning everything they can about the budget by looking at enrollment ideas, and what has worked at other institutions. He then reiterated his invitation for feedback and questions from faculty at this meeting and the subsequent meetings that follow. Dr. Crafton stated that faculty voice and involvement is critical to this process before turning things over to Dr. Jenks.

Dr. Jenks thanked the students and faculty for the time to talk today, and he echoed Dr. Crafton's apology on how the situation over the past week was handled. He stated that moving forward, they promise complete transparency, and we can get through this by working together. The situation is fluid and under development and they have been in conversations with PAC, Faculty Senate Executive Committee, the Dean's Council, and Admin Council. These conversations will continue as they work with campus stakeholders to address the issue. They will keep an open dialogue moving forward, and will update faculty with more information as it becomes available and they are committed to a transparent process.

Dr. Jenks stated that faculty non-renewals are not the only area where they are seeking savings, and the non-renewals were addressed at this time due to policy deadlines. They are also reviewing administration departments, other non-personnel budgets, travel technology, and campus operating expenses. The goal is to minimize the impact on students.

When the extent of the fall enrollment decline became more clear, Dr. Jenks stated, they immediately began exploring necessary steps to mitigate the impact with priorities put on student success, enrollment management, academic program quality, and student safety and mental health. All future conversations and decisions will be guided by these priorities moving forward. He stated that the loss of 500 undergraduate students in the Fall of 2019 requires action on our part and is a serious matter.

With regards to the non-renewal letters, Dr. Jenks stated that these letters were sent in time to meet our campus deadlines and notify faculty members with certain levels of seniority. They seek to notify faculty that they will not be guaranteed a contract for the upcoming year. While they will try to minimize any disruptions to faculty employment moving forward, he stated that they have to address the reality of the enrollment budget shortfalls. This analysis of our faculty includes the assessment of several possibilities, such as vacancies, shifting full-time and part-time faculty, and critical hires. He stated that they are looking at new enrollment strategies, and enrollment is our top priority. They are re-evaluating our 2010 Go West Campaign in order to develop a new strategy in order to consider demographic changes and identify ways to reach prospective students with marketing strategies directed at other constituencies. They are also increasing their focus on examining student retention strategies, as well as student yield strategies, which is the percentage of students who choose to enroll after being admitted. He reiterated Dr. Crafton's statement about reaching out to other institutions who have faced similar issues.

Before opening the floor to questions, Chair Butler noted that Dr. Sterling wanted to make a statement. Dr. Sterling prefaced his statement by stating that this was not a personal attack, but a discussion of how the Department of Physics has been affected. 1 second-year tenure-track biophysics professor received a letter of non-renewal. This is a new area for the Physics Department with a lot of opportunities for growth, and this faculty member has interdisciplinary collaboration with Biology and Chemistry. He has created a lab for this purpose, and this professor, his students, and the Physics Department have all invested a considerable amount of time and money towards this collaborative program. Biophysics is now being offered for the first time by an incredibly popular professor who has glowing course evaluations. Dr. Sterling stated that this has ripple effects across the College of Science and Mathematics and unintended consequences that could irreparably damage the future of their department, the new biophysics program, our students, and our university as a whole. This affects our ability to recruit and retain students and faculty who come to UWG

because of what we offer. Dr. Sterling stated that serious these are sacrifices that are being made, and our future is being sacrificed. He added that we are at this university as faculty because we are problem solvers, and we can be part of this process, so let's make that happen so that we can work together to make the least destructive decision possible for our colleagues, departments, and students.

Chair Butler then opened the floor to questions, which were asked and answered as follows:

Q: At the recent AAUP meeting on the budget crisis, a PowerPoint slide showing an excerpt of the language from the non-renewal letters sent to faculty members in question reflected stated that "this is a termination year for you" and "we wish you success in whatever future endeavors you have," and did not seem to leave the door open to this being a mere policy issue allowing us to leave all avenues open. Can you address that?

Dr. Jenks: This letter is a standard letter used for non-renewals based on a board template and it has not changed in a decade. That issue was brought to our attention and something that we are exploring in special circumstances like this, that we could deviate from the template.

Q: Are you both telling us that we are going to change the model on how we will make the next round of decisions? We understand that this is a budget cut. Assuming the next batch of non-renewal letters will go out too, are we saying that there will be similar dialogue?

Dr. Jenks: Yes, there will absolutely be additional dialogue as we move forward to the next set, and we have much more time before the next set is due. To be clear, non-renewal policy set by the board for anyone who has been at the university in an instructor or a tenure-track line requires 9 months advanced notice of non-renewal. Anyone who has been at the university for 2 years requires 6-months-notice, and anyone who has been at the university for 1 Year or less requires 3-months-notice. The next iteration will be forwarded to the deans in December 2019, with a response date of January, and letters going out in February of 2020. We have quite a bit of time to have multiple conversations at a variety of levels.

Q: Can you identify who the chief stakeholders are in the budget process?

Dr. Jenks: Everyone. Students, faculty, staff across the university and across all divisions, as well as the community foundation boards and anyone who has a stake in the long-term health of the university.

Q: Is non-renewal final? If not, is there any new developments coming, and if so, what is the timeline for that?

> *Dr. Crafton: The budget is always evolving, and that budget is a function of enrollment that we anticipate for next fall and the strategies of being able to find sources in and around the budget. While we don't have all of the details yet, but with every passing month, we have a clearer sense of what the budget is going to be. That will guide our alteration, and extension of contracts to those who were sent non-renewal letters. November is a very informative month for admissions, and we will know more then and even more in April.*

Q: With regards to state allocation for education, it is important to state that we live in a climate that is increasingly anti-scientist, anti-liberal arts, and the politics of the day are certainly pressing down on this problem in a way that ought to be addressed.

> *Dr. Crafton: We can't really talk about that in any real detail here just off the cuff. State allocation is in many ways a function of enrollment, but the level of it is where it is.*

Q: To what extent will you address student demand and request for being part of the conversation?

> *Dr. Jenks: We would love to have their participation at all levels, and we will reach out to them and make those opportunities available and figure out how we can involve them in the process early and often.*

Q: Why wasn't there more transparency regarding the policy of non-renewal letters, and what exact steps do you plan on taking to avoid a surprise like this in the future?

> *Dr. Jenks: With regards to transparency, we had this conversation early in the year when we realized that enrollment might be lower within Admin Council and Dean's Council. The initial non-renewal recommendations are sent from the Department Chairs in late September, early October, to the Deans. They then have a conversation with the Department Chairs about their recommendations for non-renewal. The final list is then sent from the Deans to the Provost.*

> *Dr. Crafton: As for planning, we can extend the date of notice from October 31 to November 15, and revise the language of the non-renewal letter.*

Q: We keep hearing that this is a fluid situation, and that these notices were for 2nd year faculty, and that further notices could go out to more faculty. When will these professors know for sure whether or not their contracts will be renewed on behalf of their families so that they can have financial security?

Dr. Crafton: This is based upon the budget as it is, and we are waiting for more information to come. We will have a better idea by January.

Dr. Jenks: We will notify you ASAP.

Q: Seeking clarification of a few points that were discussed at the October 28, 2019 Admin Council meeting. At that meeting, Dr. Jenks noted a $3.1 million reduction from lower enrollment and that we should count on a $5 million cut that will affect personnel. It was also mentioned that Governor Kemp was talking about another 2-4% in cuts from our state allocation totaling $2.2 million. In that meeting, Dr. Jenks stated that it would not be strategic to just focus on vacancies and retirements in the cuts, and that there would be no furloughs. Three days later, my colleagues received non-renewal notices. Today you note that future non-renewals will be forwarded to the Deans for consideration in December, but my understanding of the process this time is that the Deans' opinions and recommendations were not taken into consideration and were not honored by your office. Could you please clarify this process?

Dr. Jenks: The process itself for when non-renewal letters go out has been consistent for a long time and it goes to the Deans first. Not all recommendations were followed at this point due to the budget downturn. The downturn was incredibly fluid, which seems trite, but we got official enrollment data for the Fall on October 7 and the official budget numbers came in on October 15 and there was an enormous amount of overlap in the dates. At that time, we had to proceed with the budget projections that we were provided.

Q: What was the deciding factor going from the Deans to the non-renewal letters? Who decided who gets them, who doesn't?

Dr. Jenks: That would be me.

Q: Just you, David?

Dr. Jenks: Of course not, but I am the single point of accountability.

Q: Over the past two years there was an effort to diversify the university's faculty by hiring more minorities to adjust the faculty members to the diversity that we have in our student body. If these professors from the last two years that were hired are the ones who receive non-renewal letters, and if they leave then they won't come back. They are going to go to the press and UWG will be presented as an institution that is racist, an institution that is homophobic, etc, because the majority of professors who are getting these letters are part of the minority group. This happened at the University of Missouri in 2015, and the press presented them as racist. Enrollment went down drastically. After that there were more cuts, and programs were

cut, etc. I'm wondering about the impact in enrollment that all of these cuts can cost for our inclusion and how we are going to be received.

> *Dr. Crafton: That's what we are hoping to avoid as much as possible. Absolutely.*

> *Q: How are you doing that?*

> *Dr. Crafton: By increasing enrollment and cutting other areas of the budget. Those are the two ways. If we don't have to make those kinds of cuts then it won't be an issue, and we'll have to look at what ends up being the case and to respond to that. Right now, we just don't know.*

Q: Why is it that faculty are the first on the line to be shot? That's how it appears anyway. When the budget cuts hit, panic sets in, it's faculty have to go. But it's faculty who bring the students here. They care about the programs and faculty. Can you tell us about other areas of the university that received non-renewal letters, perhaps the multiplicity of administrative positions that have been created over the past ten years, five years? Did anyone else besides faculty get letters of non-renewal?

> *Dr. Jenks: To answer directly, no, because only faculty have the non-renewal policy that applies. No one else requires one. For staff, correct me if I'm wrong, I believe that the minimum amount of time required for notice of termination is 60 days, recommended 90 days, but there is no other position on campus that requires a non-renewal letter. In response to faculty first, absolutely not in no way shape or form. The enrollment term we are talking about, preparing for FY21, which we'll explain in great detail on Monday, but the enrollment for this fall created a budget downturn for FY20 that we are currently in. That entire cut was covered centrally without affecting any faculty, staff, or students. So, was it faculty first? No. It was not, and I don't think it ever would be, and if it ever was at an institution that I was a part of, I don't think I would be very happy about it either.*

Q: Two Questions: Did the non-renewals occur in every college and school on campus, or were there colleges or schools allowed to manage the budget reductions strategically and internally without issuing non-renewal letters. Second, what is the status of the University College? If we are looking for creative savings, I know that there is a Dean position and I haven't seen any announcement about that. Are we going to create a new administrative position? Can you speak to the status of University College and the administrative structure surrounding it?

> *Dr. Jenks: I will try to answer that as best I can without providing any specifics because they are non-renewals and personnel decisions. I can say that all colleges who had*

people in the non-renewal pool were considered. As to a portion, I don't think I can mention that and I'm sorry about that. The University College Dean search has concluded and they have made recommendations, but we have put that discussion on hold to have larger budget discussions.

Q: *My questions are concerning the actual budget crisis itself. How long have we been operating in the red, and have there been other considerations made to the budget because there is a rumor of frivolous spending by the administration. I'm wondering what is your take on that.*

Dr. Crafton: We can't spend in the red or have a budget in the red by state law. We have to balance it every year and spend it out. We have a little bit of money that we carry forward from tuition, and that's the only part that we carry forward. That's just the state law with the budget. In terms of how long have we been dealing with this, as David Jenks said, this year we had a $3.1 million shortfall projected, and we have taken care of that through all of the non-faculty ways we could. Some of those same strategies we can do next year, but not all, because every year there are slight differences in what money is allowed. There's always frivolous spending, I suppose, in every area, but we have lots and lots and lots of controls and I think each department would say that they can to not allow frivolous spending.

Q: *Will you please provide us with a brief overview of the specific criteria that went into UWG's decision in sending out non-renewal letters to the specific faculty that they sent them to?*

Dr. Crafton: We don't have all of that detail today, but we will have it on Monday and we can talk about that then.

Q: *Were any Deans recommendations regarding contract renewal taken into consideration?*

Dr. Jenks: Just to clarify, all Deans recommendations, Chairs and Deans, were taken into consideration. Yes, some were followed and others were not, which gets into the nuance.

Q: *The damage has already been done. All of these faculty who received non-renewal letters are already on the market. We are at serious risk of losing two amazingly wonderful professors from the Psychology Department alone, and the Physics Department as well, and that person is the only one who knows how to use that specific equipment that they paid thousands and thousands of dollars for. I'm afraid. What are we going to do when the damage has already been done. If we can't tell these faculty in the next couple of weeks, and you are*

talking months from now that we'll be able to possibly cancel their non-renewal letters, they're going to be gone. What are we who are left going to be able to do to cover all of these courses that our students need to take that are no longer available to them? We need to do something immediately, and I'm devastated for the professors who we are losing. This will have long term implications and devastating effects on this university.

Dr. Jenks: We are doing everything we can.

Statement: I'd like to say something about scheduling these meetings, These meetings cannot be in the middle of the day while we are teaching. Please try to schedule something at 8 a.m. or 5 p.m., so that everyone can have an opportunity to attend these meetings. In the Geosciences Department we had a short meeting on Tuesday, and we came up with a timely plan that I would say on Monday, but since I can't make it, I am saying it now. We are offering night classes to make education accessible because we know that geologists come out of these other fields when they realize that they don't like those fields. That's where we get our majors. This plan about talking about enrollment and focusing on students who never existed in the first place is not the way to tackle this issue. We need to focus on the students who can't make it during the day like moms and dads who are working and need to come at night.

Q: How many non-renewals were sent?

Dr. Jenks: I can't speak to the specifics of the non-renewals.

Q: My question to you both is the same to my chair and my dean and which was what should I do? Am I supposed to look for another job? What would you do if you got one? Would you start looking for another job or would you fight, because I'm going to tell you that is my plan and I'm going to fight like hell for my job because I'm not just an assistant professor here, I am a graduate of the program that I teach in and I am passionately dedicated to my students, so at the end of the day if I am here as a professor or not, I still have a relationship with the university and I still hope and pray to speak kindly of the place that raised me. To see the growth in our concentration and we are growing enrollment in our area and we are attracting more students and it blows my mind that we are in this position right now.

Q: To add to that, we are in our second year here. I want to know, because budget cuts don't just happen, and you see this coming. Why were we even hired, only two years later to be told say you may not have a job next year?

Dr. Crafton: To answer your question, you don't always see them coming. When I became Interim President in April and May, I had a budget projection that was positive.

The difference was the number of students who actually showed up to pay tuition. That was the source of the cut. So, it was a surprise. To answer your question about fighting for your job, yes, fight! Absolutely. Stand up and talk about your significance. Keep doing that. What we're trying to do, and I'll go back to your question about the effects, and the effects aren't good and if the bell has been rung and we can't unring it, but we can work as rapidly as possible to get the picture clear enough to do what we can do. But we have to come back and say that what we are seeing for next year is a real big deficit. It's larger than an entire division, so we have to take it seriously. Let me mention also that we have another meeting on this subject to try to get some solutions in about fifteen minutes that we'll have to leave here to attend, so I don't want it to appear that we are running away, but we do have to go work on it.

Q: *Thanks for sharing the numbers that I hadn't heard before. You let us know that we've lost 818 first-time, full-time Freshmen, which I hadn't heard before, but I had heard that we lost 500 this year. So that means we lost 318 last year. What steps were taken last fall to staunch the bleeding, so to speak, and do we know if those steps work? Why did things get worse if we did do something new? What's going on with recruitment and marketing that it got worse over a year?*

Dr. Crafton: Well I wasn't in the job at that time, but I know from talking with them that they are working their tails off to try to correct this issue. In the Fall 17 to Fall 18, we had graduate growth that offset the downturn in undergraduate growth. So part of this strategy is pushing graduate growth, and that worked for one year. But graduate growth can't keep going to offset what's happening. Undergraduate enrollment was going down, but it did come back up, but then it went down again. We will share all of this data on Monday and we'll have more detail for you then. So Fall 17 was down 300, but Fall 18 it came back up just a tiny bit, and that was a sign that it was moving, but it was back down in Fall 19. But the projects that I was shown showed that it was back up.

Q: *Will you be able to talk Monday about the reserves?*

Dr. Crafton: Yes, Monday.

Q: *I'm also concerned about the lack of trust. You are making lots of promises and saying that we'll be involved, why should we believe you? Particularly because in terms of how these decisions were made, I feel like a lot of us feel that our trust was broken because in the* Faculty Handbook *it says that recommendations for non-renewal shall be made by the Department Chair in consultation with the tenured members of the Department. Tenured*

faculty members and Chairs were not aware that this would happen when the recommendations were made. Then when the decision came from the very top down, that breaks all of our trust. Why should we trust you and how are you going to make sure that we are involved?

> *Dr. Crafton: Academic Affairs was involved in all of those non-renewal letters, and so they would speak to that, but the only thing that I can say in response is the same thing I said at Executive that I have to try everything I can and I have to have your support. I actually want to close on this point. That means helping me contribute to doing what needs to be done. The only element in trust is in the doing, and it's only in the doing that the trust can be earned.*

Q: I have two questions: Can we talk a little about solutions before you go, and are your answers being directed by the Board of Regents today?

> *Dr. Crafton: No, my answers are not being directed by the Board of Regents. The first part, I don't really want to go into those kinds of solutions and I can only go into the larger abstract buckets of where the solutions are. The budget it twofold: One you have to drive the enrollment and increase the revenue and two you have to work on expenditures and decrease the budget size. Sadly, you have to have hiring pauses. You have to analyze every kind of operating budget and expenditure in the budget. Every division is doing that and coming up with their solutions to their chunk in the budget.*

Q: In what ways are upper administration coming to bat for our faculty-at-large to the USG, any state boards that make decisions about funding, etc. What way is our upper administration working with the state to make sure we get the funding we need, and how are we working with the state government to get more funds so that things like this don't happen?

> *Dr. Crafton: Of course, you are talking about areas outside our control. We do all the advocacy that we can. We are allowed to make a budget presentation each year, and we do, and we make them as passionately and extravagantly as we can. But those areas outside our control, we can't affect.*
>
> *Student Follow-up statement: Yes, but this is outside student control too, and we're here and we're standing up and we'd love to see our upper administration do the exact same thing. What are we going to do if we can't get the education we need if we lose professors? If we can't get the classes we need? Our programs are going to collapse.*

Student Follow-up statement: Going on what was just said about trust, trust also needs to be built among students as well. There needs to be more transparency with students about the budget process and the renewal process.

Dr. Crafton: yes, and that's exactly what we've been saying that we need to create those structures and we'll be doing that in the next few weeks and putting them to use. It's in the doing. Our goal is to try to work through this and get it solved. I can only do it with your help and I'll do the best I can.

Q: It feels like student enrollment is also out of your control. So I'm wondering what lessons have you learned from other universities that are facing budgetary cuts. What do you know as administrators and what do you plan to do and what is your action plan to ensure faculty and students? What is your action plan for us?

Dr. Crafton: Let me close on that one, because I think the enrollment plan is very good. We'll talk about it more on Monday, but I can talk about it briefly here. Since I noticed what was going on with the enrollment, I started a different structure of meeting with the enrollment management people, looking at the various things they were pushing as a recruitment strategy. We did a few things to enhance recruiting of first-year, full-time freshmen and we started moving in five areas of enrollment: retention, graduate programming, international, dual enrollment, and adult learners who have no degree and take classes at classes. So we are exploring and recruiting heavily in those areas, and the enrollment team meets weekly now to talk about new strategies and new targets. We are doing all that we can do.

Q: Those of us who cannot attend Monday's meeting, is there some way to record that meeting to make it available?

Dr. Crafton: I don't know, but we can ask, and certainly the materials would be available.

8. Adjournment

The meeting adjourned at 2:48 p.m.

Respectfully Submitted by

Colleen Vasconcellos

Executive Secretary, Faculty Senate

FIGURE 1

UWG *Undergraduate Catalog*
Modification of Admissions, Opportunities for Students During High School

Rationale:
1. SAT and ACT can be cost-prohibitive for high school students.
2. The Accuplacer was made available for all USG Dual Enrollment students on 7/19/19 with the 3.1.1.4 Dual Enrollment Requirements.
3. The Accuplacer is run by The CollegeBoard nationwide which also administers the SAT exam.
4. Currently, 11 other USG institutions use the Accuplacer as a test to measure enrollment eligibility.
5. All but one of the 11 institutions use the requirements that are being suggested for UWG. Georgia Highlands College is the exception.
6. Beginning Spring 2020, we will begin to administer the Accuplacer as one of the tests UWG uses to measure enrollment eligibility for 11th and 12th graders only.
7. The Accuplacer has no bearing on the current ACT or SAT requirements for Dual Enrollment students.

Other USG Institutions Using Accuplacer for Dual Enrollment Admissions
1. Albany State University
2. Atlanta Metropolitan State College
3. College of Coastal Georgia
4. East Georgia State College
5. Fort Valley State University
6. Georgia Highlands College
7. Georgia Southern University
8. Gordon State College
9. Savannah State University
10. South Georgia State College
11. Valdosta State University

APPROVED REVISED VERSION

Opportunities for Students During High School

Dual Enrollment, formerly Move On When Ready (MOWR) is Georgia's dual enrollment program that allows high school students to earn college credit while working on their high school diploma. The Dual Enrollment program includes provisions to help remove some of the financial barriers that may prevent students from participating in a dual enrollment program.

Admission Requirements:

10th Graders:
- Student must be a High School Sophomore when enrollment begins
- 3.5 un weighted, academic High School GPA

- One of the following:
  - 1650 Composite SAT score*
    or 25 Composite ACT score
  - 650 SAT Critical Reading score
    or 26 ACT English score
  - 650 SAT Math score
    or 26 ACT Math score
  - 600 SAT Writing score
    or 26 ACT Writing score

Composite SAT includes Critical Reading, Math, and Writing

11th & 12th Graders
- 3.0 unweighted, academic high school GPA
- The following test scores:
  - 970 Combined Critical Reading and Math SAT score
    or 20 Composite ACT score
  - 430 SAT Critical Reading score
    or 17 ACT English score
  - 410 SAT Math score
    or 17 ACT Math score
    OR
  - Accuplacer Classic / Next-Generation
    63 Reading Comprehension / 237 Reading
    4 WritePlacer / 4 WritePlacer
    67 Elementary Algebra / 258 Quantitative Reasoning, Algebra, & Statistics

Please note: Redesigned SAT scores will be converted to the former scoring system. To convert your scores, please visit: collegereadiness.collegeboard.org/sat/scores

Steps to Acceptance
1. Take the SAT, ACT, or Accuplacer: Send your test scores directly to UWG. (Codes - SAT: 5900, ACT: 0878, Accuplacer: Test Score Release Form)
2. Apply to UWG: Log onto http://westga.edu/applynow and follow the directions to complete the application process.
3. Send required documentation: official high school transcripts, test scores, and a Dual Enrollment Participation Agreement.
4. Questions? Contact Dual Enrollment at dualenroll@westga.edu

FIGURE 2

Presidential Standing Committee on General Education Assessment

General Education Assessment Committee

Authority: The President has the authority to appoint special committees as set forth in *UWG Policies and Procedures, Art. II, Sec. 1(C)(4):*

> "In the implementation of these duties, the President or his or her designee shall" …
> (a) Appoint such special committees as are necessary to advise and assist him or her in planning and administration."

Based on this authority, as of the date below, I hereby designate the creation of a standing committee to be called the "General Education Assessment Committee" (GEAC). This Committee will replace the *ad hoc* General Education Assessment Committee, which was established in January 2018 to assess extant general education data and review current assessment practices. The newly-constituted GEAC will not impede any other committee charged with vetting, recommending, or making curricular changes to general education.

Purpose and Functions: GEAC, charged by the President and functioning to fulfill Section 2.9 of the Board of Regents Policy Manual on Institutional Effectiveness, facilitates the assessment of general education in the Core Curriculum via the organized gathering of data; reports assessment data related to courses in the Core Curriculum via committee-generated documents; and participates in devising general recommendations based on said data for departments or units in which general education courses reside. To that end, the committee's functions shall include but are not limited to: writing policies and procedures related to assessment of the Core and General Education, coordinating systematic assessment practices across all areas of UWG's Core Curriculum, working with Core stakeholders to ensure alignment of identified tools and measures, vetting and approving assessment processes, and composing assessment-related documents and larger annual reports.

Further, the Committee will have authority to request the attendance of UWG employees that possess knowledge related to the CAP and/or assessment practices in question during Committee meetings to assist the Committee with the implementation and review of assessment practices and data.

Membership: GEAC will include members either appointed by the Vice President for the division, Dean for the College/School, department Chair, or position title. These members will have full voting privileges. *In the event that the stated chair position is not filled, the committee will be responsible for electing an Interim Chair until said position can be filled.*

- General Education Assessment Director, *Chair*
- Minimum one faculty representative from each Core Area Program, *Work Group Coordinator(s)*

- Minimum of one representative from the Office of Institutional Effectiveness and Assessment
- Representative from eCore
- Representative from the Office of the Provost

Term Limits:
- Minimum three-year membership with one-year on-boarding during which voting privileges are withheld
- Two years of active membership, with final year being a one-year transitional period
- Chair-elects must have served as part of a CAP Work Group member for at least one year and will serve as vice-chair during a one-year transition process

Additional Membership: The following representatives will be *ex officio* members of the General Education Assessment Committee members, serving as liaisons:
- Representative from Faculty Senate

Meetings: GEAC will meet at least twice each fall and spring term, or more often as deemed necessary by the Chair. If a member is unable to attend the scheduled meeting, they may appoint a delegate to attend and report information. If a member is unable to attend a meeting for a scheduled vote, said member may submit the vote in writing to the Chair prior to the meeting, or they may defer to a delegate to vote by proxy in their stead. Notice of any meeting will be sent to each committee member by the Chair or designee.

Signed: _____   Date: 10-24-19

J. MICHEAL CRAFTON, UWG Interim President

FIGURE 3: PREPARED STUDENT STATEMENTS

6th November 2019

To the interim provost Dr. David Jenks, the interim president Dr. Michael Crafton, and whomever else it may concern,

As graduate students in the University of West Georgia's psychology program, we are deeply concerned with the recent decision to terminate the contracts of two of our department's recent hires, Dr. James Christopher Head and Dr. Nisha Gupta. We understand that the current budgetary crisis has imposed urgent and difficult financial pressures, and that the proposed solution is to let go of these faculty members. However, as integral members of the University of West Georgia community, we cannot agree that this is the most constructive solution possible. For this reason, we would like to be involved in resolving the budgetary crisis in a way which prevents this impending job loss.

Both professors have, in their short time here, made outstanding contributions to the department both professionally and personally. You have likely received several letters detailing just how impactful Dr. Head and Dr. Gupta have been in their commitment to the university, the department, and their individual students. Both are currently engaged in ongoing commitments to the department in the form of research labs—Dr. Head's *Narrative Research Group* and Dr. Gupta's *Phenomenological Film Collective*. Dr. Head and Dr. Gupta are at the forefront of critical psychology, feminist psychology, and qualitative research scholarship, infusing new lifeblood in our department.

Successful completion of the Masters and PhD programs hinges on the existing faculty in the Department. As graduate students, we rely on their invaluable advisement as well as the teaching of required elective courses. Losing these faculty members would result in fewer classes being offered. Both Dr. Head and Dr. Gupta are, in addition, actively chairing several dissertations or serving as committee members. Many graduate students have developed their dissertation proposals and are now in the terminal stages of the Masters and PhD programs. We cannot even begin to articulate how directionless all of us feel in losing our mentors, who profoundly shape our intellectual trajectories and professional identities.

We are also deeply saddened about how the unceremonious non-renewal of these professors damages the reputation of our university in the larger academic community. Our professors have enabled us as students, teachers, and practitioners to build a student centered and compassionate community aligned with the mission and values of the University of West Georgia. We strongly believe in our vision of promoting equity, fairness, and cultural diversity. Both of these professors have fostered community-engaged scholarship with their commitment to social justice, including a focus on liberatory activism aimed at addressing structural injustices. We

urge you to consider the devastating implications for the UWG institution at large and for our program: what kind of scholarship do we wish to foster? How do we ensure we retain our faculty members, and ensure longevity and quality of educational leadership at the university and within our department?

We are painfully distraught by how these administratively implemented budgetary cuts may result in long-term costs to the university community. If we lose these professors, the devastating impact trickles down throughout the university system. It impacts not only Masters and PhD students training to be educational leaders and innovators in their respective fields, but the undergraduate students that we help to guide. We are deeply worried about the core values we wish to nurture in our university, and the value of our education once we leave. Additionally, we fear that our widely reputed psychology program, which attracts international scholars to our department, will gradually die down if we fail to provide the opportunity for students to train in the kind of cutting-edge work in which Dr. Head and Dr. Gupta engage. We consider this collective shouldering and scaffolding to be the cornerstone of our university community. For this reason, we propose the creation of a working group with students, teachers, and administrators to share joint strategies on how to prevent further loss of jobs, while sustaining opportunities for educational achievement and meeting budgetary requirements.

We express uncertainty over the financial constraints and the decision-making process that directly impacts us as students. Owing to this, we urge you to consider a policy change in order for us to be included in further discussions. Administration should not be able to cut critical faculty, and our department and student representatives should be involved in budget discussions that directly impact our department. We believe that the department should have the autonomy to figure out how to re-allocate and manage the resources we are given.

Regards,

Students in the University of West Georgia's Psychology Department

1. Lori Jordan Fountain, Alum of the B.A. Program, Ph.D. Student and Research Assistant, Psychology Department
2. Akanksha Adya, M.Phil., Ph.D. Student and Graduate Teaching Assistant, Psychology Department
3. Micah Ingle, M.A., Ph.D. Student and Instructor, Psychology Department
4. Corri A. Johanson, M.A., Ph.D. Student, and Instructor Psychology Department
5. Peder Schillemat, M.A. Student, Psychology Department
6. Holly M. Gibson, M.A. Student, Psychology Department
7. Charlotte M. Gibson, M.A. Student, Psychology Department

8. Ryan Jones: Alum of the B.A. Program, M.A. Student, Psychology Department, UWG; Adjunct Professor of Psychology, Psychology Department, Georgia Northwestern Technical College
9. Hope Ridley, M.A. Student, Psychology Department
10. Breale Howard, M.A. Student, Psychology Department
11. Bethany Morris, Ph.D., Assistant Professor of Psychology at Lindsey Wilson College
12. Alexander Aronson, M.A. Graduate, LPCA
13. Marta Stefanyshyn, Ed.S, LPC, Ph.D. Student and Instructor Psychology Department
14. Alison Hall, M.A. Student, Psychology Department
15. Ben Morgan, M.A. Graduate, UWG Psychology Department
16. Kyle Brown, M.A. Student, Psychology Department
17. Jen Drinkard, M.A. Graduate, UWG Psychology Department
18. Gabriella Kiser, Undergraduate and hopeful future graduate student, Psychology Department
19. Toyosi Pius, M.A. Student, Psychology Department
20. Lee Gianuzzi, M.A. Student, Psychology Department
21. Sarah Farrar, M.A. Student, Psychology Department
22. Destiny Holloway, M.A. Student, Psychology Department
23. Jim Buuck, M.A. Student, Psychology Department
24. Michael Steder, Ph.D. Student, Psychology Department
25. Gabrielle Perez, M.A. Student, Psychology Department
26. Louise Grann, M.A. Ph.D. Student/ABD, and Instructor, Psychology Department
27. Isabel K. Tweedie, M.A., Ph.D. Student, UWG psychology department
28. Meghan Klein Toups, M.S., LPC, PhD Student and Instructor, PsychologyDepartment
29. Gordon Jackson, Ph.D Student, Psychology Department
30. Ayurdhi Dhar, PhD, Alum and Instructor of Psychology
31. Sebastienne Grant, PhD, Alumn, Professor of Psychology and Director of MA Critical Psychology and Human Services at Prescott College
32. Kimberly Prince Korobov, MA, M.Div., RYT, Licensed Professional Counselor, United Methodist Minister, Yoga Instructor, Ph.D. Student, Psychology Department
33. Tayha Smith, M.A., Student, Psychology Department
34. Brian Harris, M.A. Student, Psychology Department
35. Kurt Youngberg, LCSW, Ph.D. Student, Graduate Teaching Assistant - Psychology Department
36. Garri Hovhannisyan, M.A. Graduate, UWG Psychology
37. Nancy McLaughlin-Walter, M.A., Ph.D/ABD
38. Jacob W. Glazier, Ph.D. Alum, M.S. Ed., LPC, NCC, Adjunct Professor, Licensed Professional Counselor, New York University, Life University
39. Suraj Sood, B.A., Ph.D. Student, Psychology Department, Sustainability Professional

40. Emily Jarl, B.A. Graduate, Psychology Department
41. Thomas Dailey, Ph.D. Candidate, Psychology Department
42. Spencer Wright, B.A., M.A. Graduate, UWG Psychology Department
43. Rebecca Gaylor, M.A. Graduate, UWG Psychology
44. Lucas Elmore, B.S. Graduate, M.A. Student, UWG Psychology
45. Patti Moynihan, M.A. Graduate, UWG Psychology
46. Virginia Smith, M.A. Graduate, UWG Psychology
47. Nick Charles, B.A. Graduate. M.A. Student, Psychology Department
48. Deedra Climer, M.A. Student, Psychology Department
49. Melissa Malaspino, B.A. and M.A. Graduate, UWG Psychology Department
50. Gabriella Browne, B.S. Undergraduate, UWG Psychology Department
51. Lisa P. Watts, LCSW, PhD Student, Psychology Department
52. Stephan Antczak, PhD Student, Psychology Department
53. Allyson Tarpley, B.S. Graduate, M.A. Student, UWG Psychology Department
54. Lukas Kalfleish, B.A., B.Ed, M.A., Ph.D. Candidate, Psychology Department
55. Haley Morgan, B.S. Undergraduate Student, UWG Psychology Department
56. Jessica Davis, B.A. Graduate. M.A. Student. UWG Psychology Department
57. Debra Katz, Ph.D. Student, UWG Psychology Department
58. William R. Campbell Sr., M.A., Ph.D/ABD, Adjunct Professor at Piedmont College, Chief Executive Officer Impact Counseling & Consulting, LLC
59. Ethan Williams, B.S. Undergraduate, UWG Psychology Department
60. Kelly Jennings, Graduate. M.A. Student and Graduate Teaching Assistant, UWG Psychology Department, Adjunct Professor, Business, Business Department, GMC, Fayetteville, GA Air Force Retired Veteran.
61. Georgia Faye Underwood, B.S. and M.A. Graduate, UWG Psychology Department
62. Ally English, B.S. Undergraduate, UWG Psychology Department
63. Mikayla Rogers UWG Psychology M.A. Student, Graduate Assistant
64. M. Sherri Lord, B.S. Undergraduate, UWG Psychology
65. Christopher M. Aanstoos, Professor Emeritus, UWG Psychology

Contact Details:

1. Lori J. Foundation, Alum of the B.A. Program, Ph.D Student and Research Assistant, Psychology Department

   Email: ljordan6@my.westga.edu

2. Micah Ingle, Alum of the M.A. Program, Graduate Teaching Assistant, Ph.D Student, Psychology Department

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3. Akanksha Adya, Graduate Teaching Assistant, Ph.D Student, Psychology Department

   Email: aadya1@my.westga.edu

4. Ryan Jones, M.A. Student, Psychology Department

   Email: rjones31@my.westga.edu

5. Peder Schillmet, MA. Student, Psychology Department

   Email: pschill1@my.westga.edu

6. Lisa P. Watts, LCSW, Ph.D. Student, Psychology Department

   Email: lwatts4@my.westga.edu

To whom it may concern,

If you have been present on campus over the past week, it has been nigh impossible to be unaware of the developing situation concerning the delivery of contract non-renewal notices to certain faculty members. I am drafting this letter as a response to these policy developments in the wake of the meeting held on November 8, 2019 in room 106 of the Nursing Building. On that note, I want to express just how blindsided I, like so many other students, found myself feeling upon learning of these notices. I remained completely unaware of the developing budgeting crisis until the eve of the aforementioned meeting.

I would like to supply some context for my situation. I am a 26 year old non-traditional student. I graduated high school in 2011 from Carrollton High School before attending Auburn University for two years on a Presidential Scholarship; I lost that scholarship after the first year. Largely due to this, I took a hiatus from higher education until the summer of 2018. Due to convenience and cost reasons, I returned to school at the University of West Georgia. What began as a decision of pragmatism has completely morphed into one of the best decisions of my life. The investment in me as a person displayed by my professors is something that has truly touched me and created an advocate for UWG for life.

It is for this reason that I am writing this. In my short tenure at UWG, I have been fortunate to be graced with so many possible opportunities. I have been able to participate in the Wolves in Training Program through the mass communications department. I have been a supplemental instructor through the Center for Academic Success. I have been a workshop leader and lab TA through the chemistry department. I have also begun research with a professor on campus. It is only through the efforts of my professors that these have been made available to me.

Through my conversations with other students, I have come to one clear message: what makes UWG so great is the time, care, and attention that the faculty afford their students. How terrible that we repay our faculty for their investments with uncertainty in their position. How disrespectful that communication is handled in such a way that an environment of such hostility and anger is fostered. Students, faculty, and their families deserve so much more than this.

Anyone who is marginally familiar with this situation should be able to see the complexity and difficulties that it presents. Accounting for a decrease of $3.1 million in available funds is no small task. However, this does not imply that students or faculty should be so thoroughly excluded from the conversation. No one cares more about this institution than the students and faculty that have invested so much of their precious time in it. I ask that you keep us completely involved in the coming conversations and utilize the power of a force that will bend over backwards to protect the home that they've come to love.

Thank you,

Russell Ives

Addendum II

ANTH - 3104 - The Survivalist's Toolkit

2020-2021 Undergraduate New Course Request

Introduction

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

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

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

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

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

Desired Effective Semester*	Fall	**Desired Effective Year***	2020

Course Information

Course Prefix*	ANTH	**Course Number***	3104

Course Title*	The Survivalist's Toolkit
Long Course Title	The Survivalist's Toolkit: Making and Understanding Prehistoric Technology
Course Type*	Anthropology
Catalog Course Description*	This course provides a hands-on approach to understanding the archaeological record by making, using, and analyzing prehistoric technologies, including stone tools, pottery, and bone tools.

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

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

31/185

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	○ Yes ◉ No	If yes, indicate maximum number of credit hours counted toward graduation.*	3

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

Prerequisites	

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Is this a General Education course?*	○ Yes ◉ No

If yes, which area(s) (check all that apply):	☐ Area A ☐ Area B ☐ Area C ☐ Area D ☐ Area E

Status*	◉ Active-Visible ○ Inactive-Hidden

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

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

Justifications and Assessment

32/185

Rationale*	This course enables us to build our Archaeology program through hands-on learning. As a 3000-level course, it provides a stepping stone to 4000-level courses.

Student Learning Outcomes - Please provide these in a numbered list format. *	**1) Identify the diversity of and efficiency of prehistoric technologies (LO 1);** **2) Apply the processes of prehistoric technological from the acquisition of materials to final product to construct experimental assemblages for the operation of tasks (LO 4);** **3) Identify the functions of different technologies through analysis and interpretation of patterns of use-wear, breakage, and discard (LO 3, 4);** **4) Discuss and evaluate how archaeologists use experimental archaeology to interpret patterns of technological production in the archaeological record (LO 1, 3);** **5) Implement rudimentary archaeological analyses of stone tools, pottery, bone tools, and shell tools (LO 3, 4);**

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the

Proposal Toolbox and clicking [+] in the top right corner.

1.) Syllabus

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

Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate ◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	30

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

If yes, what will the fee be?*	0

Fee Justification	

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a

new proposal will be required.

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

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

College - School/ Department*	Department of Anthropology

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

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

Is this an Honors College course?*	☐ Yes ☑ No

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

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

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

THE SURVIVALIST'S TOOLKIT: MAKING AND UNDERSTANDING PREHISTORIC TECHNOLOGY

ANTH 3104

Fall 2019

3 Credit Hours

Instructor: Nathan R. Lawres	**Email:** nlawres@westga.edu
Class Meeting Times:	**Class Location:**
Mondays & Wednesdays: 2:00 – 3:15 pm	BAFAL Lab (Old Auditorium Bldg)
Office Hours:	**Instructional Method:**
Anth. Bldg. 008B, Mon & Wed 3:30 – 5:00 pm	Technology Enhanced (T)

COURSE DESCRIPTION:

Have you ever watched a survivalist T.V. show – such as Survivorman with Les Stroud, Man vs. Wild with Bear Grylls, or Naked and Afraid – and thought to yourself, "I can do that!" Have you ever seen an arrowhead or piece of pottery on the ground and wondered, "How was this made?" Have you ever found yourself wondering how people made and used tools before modern technology and production lines were invented?

If you answered yes to any of these questions, then this is the course for you! Throughout this course we will explore different technologies that were made and used by people that lived well before the technologies we are used to using in our daily lives today. Not only will we explore these technologies, we will learn to make them – from arrowheads and other stone tools to pottery and bone fishing equipment – in the framework of experimental archaeology.

From an archaeological perspective, it is necessary to understand how a certain technology was made in order to gain a more holistic understanding of the role it played in the lives of the people that used it. As such, we will take a life history approach to understanding prehistoric technologies, and along the way we will explore the basic analytical techniques that archaeologists use to study technologies and derive meaning from pieces of bone, stone, and fired clay found in the archaeological record. Not only will you learn the archaeologist's perspectives on and analytical techniques for prehistoric technologies, you will also be learning how to make these technologies and adding to your list of hobbies. And who knows? Maybe you'll be the next star of a survivalist T.V. show!

1

STUDENT LEARNING OUTCOMES:

By taking this course students will begin to:

1) Identify the diversity of and efficiency of prehistoric technologies (LO 1);

2) Apply the processes of prehistoric technological from the acquisition of materials to final product to construct experimental assemblages for the operation of tasks (LO 4);

3) Identify the functions of different technologies through analysis and interpretation of patterns of use-wear, breakage, and discard (LO 3, 4);

4) Discuss and evaluate how archaeologists use experimental archaeology to interpret patterns of technological production in the archaeological record (LO 1, 3);

5) Implement rudimentary archaeological analyses of stone tools, pottery, bone tools, and shell tools (LO 3, 4);

STRATEGIES FOR SUCCESS:

*Purchase the textbook on time, and read the assigned readings (both in the textbook and the additional readings) before the lecture on the topic. Many students get lost during lectures when they are not familiar with the basic concepts behind the materials presented during lectures.

*Pay attention and take notes during class lectures. A sure fire way to remember the information presented is to write it down. Not only does this help you remember the materials, it also provides you with quick reference material for studying for the exams.

*Don't hesitate to ask questions. Questions in class and/or lab can lead to good discussions that enhance your and your peers' understanding of the materials being discussed. Additionally, don't hesitate to email the instructor and stop in during office hours if you are having difficulty grasping the course materials. This is the best way to clarify any concepts that cause you difficulty.

*Submit your assignments in a timely fashion (i.e., on time). Start your assignments early! Waiting until the last minute results in stress over the assignment as well as lower quality work. Use your time wisely, and get the most out of your effort.

REQUIRED MATERIALS:

Ferguson, Jeffrey R. (editor). 2010. *Designing Experimental Research in Archaeology*. Boulder: University Press of Colorado. ISBN: 9781607320227

Additional readings (.PDF format) will be posted on the CourseDen site.

Flinktknapping kit. These are available from a variety of websites and in both modern and traditional forms. For this class you are required to use traditional tools (stone, bone, and antler). You will need, at a minimum, an antler billet, an antler tine flaker, a hammerstone, and an abrader stone. I highly recommend the Traditional Knap Pack from goknapping.com. It has everything you are required to

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have for only $24.00. It is available here: https://www.goknapping.com/Flint_Knapping_Tools-Traditional_Tools.html.

COURSE FORMAT:

This course involves two weekly class sessions that introduce and discuss in detail the course materials and provide hands-on time in making and analyzing prehistoric technologies. Some weeks will involve more technology production time than others. It is imperative that you attend the class sessions as attendance makes up a good portion of your final grade. Additionally, there will be weekly reading summaries, two mid-term exams, and a final paper.

The weekly summaries are to be abstract-style summaries of each of the readings you are assigned each week. Your submission should include the bibliographic reference above each summary. Your summaries should be between 200–300 words so that you can fit two per page. These are due each week there are readings on Sundays by 11:59 pm. As an example of what a summary should look like:

Pauketat, Timothy
  2000 The Tragedy of the Commoners. In Agency in Archaeology, edited by Marcia-Anne Dobres and John E. Robb, pp. 113-129. Routledge, London.

Pauketat contends that previous archaeological explanations of the emergence of political domination unduly relegate non-elite people to a passive role in the creation of the dominant/subordinate social order. Rather, he claims that employing practice theory, which he distinguishes from agency theory on the basis that it sees agency as residing in the predetermined behaviors of rational actors, is more fruitful for understanding social change.   He emphasizes practices as surface phenomena (drawn from Shennan 1993) that act as negotiations, or moments of interaction, between people and traditions. The outcome of these negotiations is dependent upon the scale of the negotiation; the more people involved in the negotiation the more likely it will have a historical effect. Using the construction of Mississippian platform mounds at Cahokia as a case study, Pauketat turns to showing the role of non-elites in negotiating their subordination to elites in the Mississippi Valley. This process involved the elite co-opting surface phenomena, in this case the cohesive rituals of mound construction in public spaces. These ritual construction episodes were likely annual events as is evidenced by the incremental construction layers. Within a few decades, however, the process of centralization occurred as the scale of negotiations with this mound construction tradition increased to include people from the surrounding region. This increase in scale brought participants from the region into the increasing fold of Cahokia's economy and resulted in Cahokia becoming a regional center of power that dominated over the people in the rural areas of the region.

Each summary should identify the topic of the reading and state the primary argument (see the first four sentences in the example). Following this, the summary should identify the various lines of evidence used to support the author's argument (see sentences five through seven in the example).

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Finally, the summary should discuss the implications, or how the processes discussed by the author had broader effects, of the evidence (see sentences eight and nine).

The mid-term exams will be structured as a combination of traditional tests and laboratory practicums where you will have to apply what you have learned about the production processes of the technologies we cover to identify different stages of the production process based on the characteristics of an object (i.e., stone flakes, pottery sherds, etc.). These will be written examinations in short and long essay format.

The final paper will be a proposal for an experimental archaeology project of your choosing. Your proposal should include a research question geared towards addressing a specific archaeological problem (e.g., What activities result in such and such pattern of use wear?; What behaviors result in such and such depositional pattern?; Are these earthen architecture sediments capable of restricting water flow under certain conditions?). In addition to formulating a research question, you are expected to develop a set of hypotheses based on that question to be tested. Your paper should propose using an appropriate set of methods to test your hypotheses as well as a proposal for using an appropriate dataset (both the creation of an experimental assemblage, if necessary, and an archaeological assemblage). Finally, you are expected to develop a set of expectations for your experiment, and you should discuss the implications if those expectations are met. You will be graded on the content of the paper, the experiment design and the underlying logic of it, and the persuasiveness of your argument for why the experiment should be conducted and how it can contribute to our understanding of the archaeological record and the peoples of the past that created that record. Additionally, spelling, grammar, and punctuation count! Be sure to run spell check before submitting a draft. Formatting is also an essential part of the writing process, and as such, you will be required to follow the formatting requirements set forth here as part of your grade: *10 pages (no more, no less) plus references cited, 12 pt., Times New Roman Font, Double-spaced, 1-inch margins, following the Society for American Archaeology Style Guide for references (PDF available on CourseDen).* I encourage you all to establish writing groups or partnerships for proofreading and peer review prior to final submission. **Your paper is due December 11 by 5:00 pm.**

In addition to the written paper, you are also required to give a brief presentation on your proposal at the end of the semester. This presentation should be 5-10 minutes in length and will count for 25% of the grade for your final paper.

GRADING:

Grades are assigned on the basis of attendance and participation in class, weekly reading summary assignments, two mid-term exams, and a final paper for a total of 300 possible points:

> Class attendance: 50 points
>
> Weekly summaries: 5 points each/50 points total
>
> Mid-term exams: 50 points each/100 points total
>
> Final paper: 100 points

Letter grades are assigned according to the following grading scale:

A: 270-300   B: 240-269   C: 210-239   D: 180-209   F: 179 or less

(90-100%)   (88-89%)   (70-79%)   (60-69%)   (59% or less)

Concerns about grades must be addressed promptly. Any errors found in a graded assignment or exam must be brought to the attention of the instructor.

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

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*Please allow a 24-hour response time to any emails sent, and expect these responses between 9:00 am – 5:00 pm, Monday – Friday.

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*Always include the subject in the subject line of the email.

*Always be polite and *professional* (i.e., use full sentence structure, proper spelling, etc.) in your emails.

If you have questions or concerns about the course materials, you are encouraged to meet with the instructor during office hours rather than via email. Face-to-face meetings over course materials are much more efficient in addressing these sorts of concerns.

ACADEMIC SUPPORT:

Any student requesting accommodations for disabilities *must* register with the UWG Accessibility Services. They will provide the necessary documentation – the Student Accommodations Report (SAR) – to the student, who is then responsible for providing this documentation to the instructor in order to request accommodation. This *must* be done at the beginning of the term, prior to any submission or due date of assignments, as accommodations *are not* retroactive. For additional information, or to register for support services, please contact UWG Accessibility Services.

The University of West Georgia additionally offers other programs to help students achieve academic success, and these programs are available to students throughout the semester:

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

University Writing Center: The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

ACADEMIC HONESTY:

University policy on academic honesty will be enforced in cases where cheating or plagiarism occurs. All students are expected to abide by the University of West Georgia's Student Honor Code: "At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing."

Upon entering the University of West Georgia, you were required to sign the following pledge, and you are expected to continue to uphold that pledge in this course: "Having read the honor code of UWG, I understand and accept by responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code." The following is implied on all work submitted for credit in this course: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." More information on the student honor code, as well as the University of West Georgia's policy on academic honesty, can be found in the student handbook, available at: https://www.westga.edu/administration/vpsa/assets/docs/student-handbook-2018-2019.pdf.

Any acts of plagiarism or academic dishonesty of any sort will result in a zero grade for that assignment and will be reported to the University of West Georgia's Office of Community Standards. A second offense will result in failure of the course.

ATTENDANCE:

Attendance is a necessary component of this course. There is a lot of material covered in the assigned readings (both in the textbook and in additional readings) that will be covered and *expanded on* in lectures. It is your responsibility to attend these lectures in order to gain a thorough understanding of the materials, as you will be tested on them. Further, much of this course involves making/replicating past technologies and analyzing your production debitage. You are responsible for being present to

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create your analytical dataset. Additionally, attendance will be taken during every class session throughout the semester. You are allowed *one unexcused/voluntary* absence. In the case of involuntary absences (i.e., for medical reasons, emergencies, etc.) they will be excused *only* if they are certifiable/documented. In these cases, you must provide the instructor with documentation. This policy is consistent with the undergraduate academic policies of the University of West Georgia. The university's stance on attendance can be found at: https://catalog.westga.edu/content.php?catoid=3&navoid=113#class-absence.

CLASSROOM DECORUM:

In both the lectures and laboratory sessions it is your responsibility to maintain a respectful modicum of behavior towards your instructor and teaching assistant as well as your peers. Disrespectful and disruptive behaviors will not be tolerated. These behaviors include discussions among classmates (unless allotted time to do so), text messaging, talking on cell phones, eating, browsing the internet, late arrivals, and early departures. ***CELL PHONES MUST BE SILENCED PRIOR TO ENTERING THE CLASSROOM.*** Technologies such as laptops and tablets are permitted for ***NOTE-TAKING PURPOSES ONLY.*** If you exhibit these or any other disruptive behaviors during class time you will be asked to leave and will be marked as having an unexcused absence for that day.

MAKE-UP POLICY:

Make-up exams will *ONLY* be allowed for those persons able to provide certifiable documentation of an involuntary absence. If you know in advance that you will not be able to attend an exam you must notify the instructor ASAP to schedule alternative arrangements. Additionally, students in need of modification of the due dates for assignments and/or exams for religious reasons (i.e., holiday observances) should contact the instructor at the beginning of the term so that alternative arrangements can be made.

COURSE EVALUATION:

All students are expected to provide feedback on the content, quality, and instruction of the course the Scantron form titled University of West Georgia/Student Evaluation of Instruction (SEI). These forms are provided by the University of West Georgia's Department of Anthropology in the final two weeks of the semester.

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PROJECTED SCHEDULE OF TOPICS AND READING ASSIGNMENTS:*

*** Disclaimer: This schedule is subject to change if the need arises. Any changes will be announced in advance during class time as well as on the CourseDen site.**

WEEK	DAY	TOPIC	WEEKLY READINGS
1	08/14	*Course Introduction*	Textbook: Chapter 1 (Marsh and Ferguson) ****No summary required****
2	08/19	*Experimentation as a Heuristic* Experimental Archaeology and the Life History Approach to Technologies	Whittaker (1994a): PDF on CourseDen Whittaker (1994b): PDF on CourseDen Textbook: Chapter 4 (Carr and Bradbury)
	08/21	*Making Stone Tools* Understanding the Basics: Fracture Mechanics, Terminology, and Knappable Stone	
3	08/26	*Making Stone Tools* Percussive & Pressure Techniques	Whittaker (1994c): PDF on CourseDen Whittaker (1994d): PDF on CourseDen Whittaker (1994e): PDF on COurseDen Textbook: Chapter 7 (Adams)
	08/28	*Making Stone Tools* Producing your first tools, Part 1	
4	09/02	**NO CLASS: LABOR DAY**	
	09/04	*Making Stone Tools* Producing your first tools, Part 2	
5	09/09	*Making Stone Tools* Producing your first tools, Part 3	Textbook: Chapter 5 (Bamforth) Textbook: Chapter 6 (Jeske et al.) Textbook: Chapter 9 (Whittaker) Pecora (2001): PDF on CourseDen Magne (2001): PDF on CourseDen
	09/11	*Analyzing Stone Tools* Microwear Analysis	
6	09/16	*Analyzing Stone Tools* What debitage can tell us about manufacture	
	09/18	*Analyzing Stone Tools* Analyzing your own debitage	
7	09/23	Student Conferences (Meet individually about final paper)	
	09/25	**EXAM #1**	
8	09/30	*Making Pottery* Understanding the Properties of Clay; How to make pottery the old-fashioned way	Rice (1987a): PDF on CourseDen Rice (1987b): PDF on CourseDen
	10/02	*Making Pottery* Practicing the coiling technique	
9	10/07	*Making Pottery* Making your first pot, Part 1	Textbook: Chapter 2 (Harry) Skibo (2013a)
	10/09	*Making Pottery* Making your first pot, Part 2	
10	10/14	*Making Pottery* Making your first pot, Part 3	Textbook: Chapter 3 (Beck) Skibo (2013b)
	10/16	*Pottery Function* How do we know how a pot was used?	
11	10/21	*Pottery Function* Using your first pot	Rice (1987c): PDF on CourseDen Skibo (2013c): PDF on CourseDen
	10/23	*Analyzing Pottery* The basics	
12	10/28	*Analyzing Pottery* Analyzing the remnants of your first pot	
	10/30	**EXAM #2**	
13	11/4	*Types and Varieties of Bone Tools* What in the world were they used for?	Choyke (1997): PDF on CourseDen Choyke and Schibler (2007): PDF on CourseDen
	11/6	*Making Bone Tools* Understanding the process	

14	11/11	*Making Bone Tools* Making your first bone fishing equipment, Part 1	
	11/13	*Making Bone Tools* Making your first bone fishing equipment, Part 2	
15	11/18	*Analyzing Bone Tools* The basics	Textbook: Chapter 10 (Bement) Textbook: Chapter 11 (Lubinski and Shaffer) Textbook: Chapter 8 (Jolie and McBrinn)
	11/22	*Making Cordage* Materials, methods, and weave styles	
16	11/25 11/27	**NO CLASS: THANKSGIVING**	
17	12/2	Final presentations	
	12/4	Final presentations	

ANTH - 4103 - Field Methods in Cultural Resource Management

2020-2021 Undergraduate New Course Request

Introduction

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

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

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

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

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

Desired Effective Semester* `Fall`	**Desired Effective Year*** `2020`

Course Information

Course Prefix* `ANTH`	**Course Number*** 4103

Course Title* Field Methods in Cultural Resource Management

Long Course Title

Course Type* `Anthropology`

Catalog Course Description* Direct participation in a Cultural Resource Assessment Survey (CRAS) project. Instruction in archaeological survey, mapping, excavation techniques, artifact identification, and artifact processing.

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

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

44/185

Lec Hrs*	0

Lab Hrs*	8

Credit Hrs*	4

Can a student take this course multiple times, each attempt counting separately toward graduation?*	○ Yes　◉ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	4

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

Prerequisites	

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Is this a General Education course? *	○ Yes　◉ No

If yes, which area(s) (check all that apply):	☐ Area A ☐ Area B ☐ Area C ☐ Area D ☐ Area E

Status*	◉ Active-Visible　○ Inactive-Hidden

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

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

Justifications and Assessment

45/185

Rationale *   The archaeological methods and techniques used in academic archaeology are drastically different from those used in the field of Cultural Resource Management (CRM). These differences lie in the underlying reasons and end goals for the use of those methods: research (academic archaeology) vs. compliance and development (CRM). Academic archaeologists use a high level of rigor in maintaining protocols for vertical and horizontal control in large block or trench excavations so that they can precisely document the provenience of each artifact. In contrast, CRM practitioners conduct large-scale archaeological surveys of properties prior to develop in an attempt to document the presence and extent of any archaeological sites. Such surveys typically involve a grid of shovel tests that are dug quickly with minimal controls for provenience so that strict deadlines can be met and development can proceed. In my experience in the field of CRM, many academically-trained archaeologists need to be retrained before entering the field with a CRM firm, which leads to newly graduated students often getting overlooked in favor of seasoned practitioners. This course is designed to make UWG students looking to pursue a career in CRM as marketable as they can possibly be. By training them specifically for CRM, students will be more marketable and the post-graduation job placement for UWG's anthropology department will increase.

The course will be offered in the summer only because intensive field experiences require lengthy field sessions.

This course is being requested to serve as an option for the Archaeology and the Methods requirements for the major.

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

1) List and identify the appropriate archaeological methods of data collection in different contexts (LO 1, 4);

2) Apply proper archaeological methods in a cultural resource management context (LO 4);

3) Implement the proper methods of documentation for archaeological data collection (LO 4);

4) Discuss and evaluate how archaeologists use different methods to address different archaeological problems (LO 1, 4);

5) Apply basic artifact identification skills (LO 2, 4);

6) Document and analyze the archaeological techniques used in data collection (LO 3, 4).

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus *   I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info * ◉ Library Resources are Adequate

⦿ Library Resources Need Enhancement

Present or Projected Annual Enrollment *   12

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

If yes, what will the fee be? * 0

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](https://westga.curriculog.com).

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

College - School/ Department *   Department of Anthropology

Is this a School of Nursing or University College course? * ◯ Yes ◉ No

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

Is this an Honors College course? * ☐ Yes ☑ No

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

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

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

FIELD METHODS IN CULTURAL RESOURCE MANAGEMENT

ANTH 4103

Summer 2020

4 Credit Hours

Instructor: Nathan R. Lawres	**Email:** nlawres@westga.edu
Class Meeting Times: Monday – Friday 9:00 am – 2:00 pm	**Class Location:** Field Site (TBA)
Office Hours: Waring Laboratory, Mon – Fri 3:00 – 4:00 pm	**Instructional Method:** Face to Face

COURSE DESCRIPTION:

The University of West Georgia Field Methods in Cultural resource Management course will introduce students to a particular set of archaeological skills and techniques that are found in the discipline of Cultural Resource Management (CRM). The archaeological methods used in this discipline are distinct from those used in academic archaeology due to the context of the work, which necessitates large survey coverage and quick delineation and recovery when sites are discovered.

Throughout this course, students will be introduced to artifact identification and the scope of a CRM firm's office, survey methods, excavation techniques, and laboratory preparation methods. This course will be taught in collaboration with a CRM firm to replicate the context of fieldwork in this disciplinary context.

STUDENT LEARNING OUTCOMES:

By taking this course students will begin to:

1) Recognize and identify the appropriate archaeological methods of data collection in different contexts (LO 1, 4);

2) Apply proper archaeological methods in a cultural resource management context (LO 4);

3) Implement the proper methods of documentation for archaeological data collection (LO 4);

4) Discuss and evaluate how archaeologists use different methods to address different archaeological problems (LO 1, 4);

5) Apply basic artifact identification skills (LO 2, 4);

6) Document and analyze the archaeological techniques used in data collection (LO 3, 4).

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COURSE FORMAT:

This course involves daily sessions of intensive fieldwork in the discipline of Cultural Resource Management (CRM). This work will include the archaeological survey and mapping of a property prior to development activities that involve ground disturbance. This form of work is known as a Cultural Resource Assessment Survey (CRAS). In many cases, CRAS's do not result in the identification or discovery of cultural resources (i.e., archaeological sites), but nonetheless involve digging numerous shovel tests to test for the presence of such resources. In some cases, though, these surveys do identify sites and thus involve additional field techniques. In either case, you are required to participate in the survey of a property as the primary part of your grade for this course. You will be graded on your work performance for this portion of your assessment. Because work performance is an integral part of your participation in this course, attendance is mandatory and constitutes a significant portion of your grade.

In addition to work performance and attendance, you are required to maintain a field journal. Your journal will consist of daily entries that document the work carried out on a given day while also evaluating the skills you have learned. Each entry should demonstrate your ability to properly describe the fieldwork being done that day in an appropriate manner, characterize the methods and techniques being used, and your ability to contextualize the work being carried out within the broader scope of the project. The latter may include the reasons for specific techniques being used, how the work you did that day accords with the percentage of total project completion, the identification of cultural materials, interpretations of discovered materials and how they fit within specific environmental parameters, and/or an assessment of the specific methods or techniques being used. Your journal is due at the end of the final week of the course and constitutes a significant portion of your grade.

GRADING:

Grades are assigned on the basis of attendance and participation in class, a field journal, and your work performance:

Class Attendance:	60 points
Field Journal:	60 points
Work Performance:	80 points
Total points:	**200 points**

Letter grades are assigned according to the following grading scale:

A: 180-200	B: 160-179	C: 140-159	D: 120-139	F: 119 or less
(90-100%)	(80-89%)	(70-79%)	(60-69%)	(59% or less)

Concerns about grades must be addressed promptly. Any errors found in a graded assignment or exam must be brought to the attention of the instructor.

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Any acts of plagiarism or academic dishonesty of any sort will result in a zero grade for that assignment and will be reported to the University of West Georgia's Office of Community Standards. A second offense will result in failure of the course.

ATTENDANCE:

Attendance is a necessary component of this course and comprises a core component of your grade. This is a field-based course where your primary expectation is to be present to participate in excavations. As such, attendance will be taken during every class session throughout the semester. You are allowed *one unexcused/voluntary* absence. In the case of involuntary absences (i.e., for medical reasons, emergencies, etc.) they will be excused *only* if they are certifiable/documented. In these cases, you must provide the instructor with documentation. This policy is consistent with the undergraduate academic policies of the University of West Georgia. The university's stance on attendance can be found at: https://catalog.westga.edu/content.php?catoid=3&navoid=113#class-absence.

FIELD DECORUM:

In the field it is your responsibility to maintain a respectful modicum of behavior towards your instructor, classmates, and other field personnel. Disrespectful and disruptive behaviors will not be

tolerated. It is also your responsibility to maintain a high level of work ethic and ensure that your duties are fulfilled each day. As you will be working alongside archaeological professionals, you are expected to treat them as such and are expected to follow the standards they set forth.

You are expected to come to the field prepared to work each day. As such, it is your responsibility to wear appropriate clothing (long pants, close-toed shoes [hiking boots are preferred], a hat, sunglasses, and work gloves) and bring the necessities to maintain bodily function, which includes at least 1 gallon of water, snacks, and a portable lunch (we will not have refrigeration or the ability to heat frozen or cold foods). Additionally, you are not to use your cell phone during work hours except in the case of emergencies (i.e., no texting).

COURSE EVALUATION:

All students are expected to provide feedback on the content, quality, and instruction of the course the Scantron form titled University of West Georgia/Student Evaluation of Instruction (SEI). These forms are provided by the University of West Georgia's Department of Anthropology in the final two weeks of the semester.

PROJECTED SCHEDULE OF TOPICS AND READING ASSIGNMENTS:*

*** Disclaimer: This schedule is subject to change if the need arises. Any changes will be announced in advance during class time as well as on the CourseDen site.**

WEEK	TOPIC
1	*Introduction to Archaeological Field Techniques* Field Exercises (survey, pacing, compass use, stratigraphy, and documentation) Artifact Identification Field trip: CRM Office
2	*Fieldwork* Begin fieldwork, learn basic techniques of archaeological survey
3	*Fieldwork* Continue fieldwork
4	*Fieldwork* Continue & finalize data collection End of week: processing for laboratory intake ***Notebooks due by end of class Friday***

5

ANTH - 4175 - Southeastern Archaeology & Ethnohistory

2020-2021 Undergraduate New Course Request

Introduction

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

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

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

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

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

Desired Effective Semester* Fall	**Desired Effective Year*** 2020

Course Information

Course Prefix* ANTH	**Course Number*** 4175

Course Title* Southeastern Archaeology & Ethnohistory

Long Course Title

Course Type* Anthropology

Catalog Course Description* A survey of Native American culture in Southeastern North America from the Paleoindian to Colonial periods.

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

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

| Lec Hrs* | 3 |

| Lab Hrs* | 0 |

| Credit Hrs* | 3 |

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

If yes, indicate maximum number of credit hours counted toward graduation.* 3

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

| Prerequisites | |

| Concurrent Prerequisites | |

| Corequisites | |

| Cross-listing | |

| Restrictions | |

Is this a General Education course?*
○ Yes ⦿ No

If yes, which area(s) (check all that apply):
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status* ⦿ Active-Visible ○ Inactive-Hidden

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

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

Grading* Undergraduate Standard Letter

Justifications and Assessment

Rationale*   This course represents a key area of area expertise within Anthropology, particularly in the subdiscipline of Archaeology, and particularly for a program located in the southeast of the United States, such as ours. This course will give students knowledge of the area that will facilitate their ability to pursue cultural resources and heritage careers.

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

1. Describe the diversity of Southeastern cultural traditions (LO 1, 2);
2. Identify the chronology of the Southeastern archaeological record (LO 1, 2)
3. Explain the major cultural traditions of the Native Southeast (LO 1, 2);
4. Analyze the major catalysts of cultural change in the Native Southeast (LO 2, 3, 4);
5. Evaluate the processes that led to the formation of the Native cultural groups and cultural identities present in the United States today (LO 2, 3, 4).

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus*   ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*   ⦿ Library Resources are Adequate

      ○ Library Resources Need Enhancement

Present or Projected Annual Enrollment*   35

Will this course have special fees or tuition required?*   ☐ Yes   ☑ No   **If yes, what will the fee be?***   0

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

College - School/ Department*	Department of Anthropology

Is this a School of Nursing or University College course?*	○ Yes ◉ No	**Is this a College of Education course?** *	○ Yes ◉ No

Is this an Honors College course?*	☐ Yes ☑ No

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

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

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

SOUTHEASTERN ARCHAEOLOGY & ETHNOHISTORY

ANTH 4175

Fall 2019

3 Credit Hours

Instructor: Nathan R. Lawres	**Email:** nlawres@westga.edu
Class Meeting Times: Mondays & Wednesdays: 2:00 – 3:15 pm	**Class Location:** Anthropology Bldg. Room 7
Office Hours: Anth. Bldg. 008B, Mon & Wed 3:30 – 5:00 pm	**Instructional Method:** Technology Enhanced (T)

COURSE DESCRIPTION:

The region now known as the Southeastern United States has a long history of human occupation, innovation, and social development. The history of this region far predates the formation of the United States and was home to a number of Native American cultural groups. While we know the Creeks, Cherokees, Choctaws, Chickasaws, and Seminoles from history books, these were but a small proportion of the peoples that once called this region home.

This course is a survey of the archaeological record that documents the more than 15,000 years of human history and cultural traditions in the Southeast. While cultural change is anything but linear, this survey will take a chronological approach to structure the ongoing discussion of Southeastern Archaeology. Throughout the course we cover the initial populations of the Late Pleistocene, the moundbuilding hunter-gatherers of the mid-Holocene, the initial farmers of the late Holocene, and the hierarchical chiefdom societies of the late Precolumbian era. Throughout these discussions we will focus on the diversity of cultural traditions throughout the region to emphasize how cultural change is not a unidirectional phenomenon and how the influence of interaction, along with internal and external forces, can cause multidirectional changes in cultural traditions and the societies they are associated with.

The final portion of this course will focus our discussions on the Colonial Period of the region. Because of the presence of historical documentation for this time period, we will be focused on the ethnohistory of the cultural groups of the region, using the archaeological record as supplemental data to further our understandings. We will cover the collapse of the hierarchical chiefdoms, the dispersal of those populations and their movements across the landscape to inhabit new areas, and coalescence of these groups into those we know from the history books.

STUDENT LEARNING OUTCOMES:

By taking this course students will begin to:

1) Describe the diversity of Southeastern cultural traditions (LO 1, 2);

1

2) Identify the chronology of the Southeastern archaeological record (LO 1, 2);

3) Explain the major cultural traditions of the Native Southeast (LO 1, 2);

4) Analyze the major catalysts of cultural change in the Native Southeast (LO 2, 3, 4);

5) Evaluate the processes that led to the formation of the Native cultural groups and cultural identities present in the United States today (LO 2, 3, 4).

STRATEGIES FOR SUCCESS:

*Purchase the textbook on time, and read the assigned readings (both in the textbook and the additional readings) before the lecture on the topic. Many students get lost during lectures when they are not familiar with the basic concepts behind the materials presented during lectures.

*Pay attention and take notes during class lectures. A sure fire way to remember the information presented is to write it down. Not only does this help you remember the materials, it also provides you with quick reference material for studying for the exams.

*Don't hesitate to ask questions. Questions in class and/or lab can lead to good discussions that enhance your and your peers' understanding of the materials being discussed. Additionally, don't hesitate to email the instructor and stop in during office hours if you are having difficulty grasping the course materials. This is the best way to clarify any concepts that cause you difficulty.

*Submit your assignments in a timely fashion (i.e., on time). Start your assignments early! Waiting until the last minute results in stress over the assignment as well as lower quality work. Use your time wisely, and get the most out of your effort.

REQUIRED MATERIALS:

Anderson, David G. and Kenneth E. Sassaman. 2012. *Recent Developments in Southeastern Archaeology: From Colonization to Complexity*. Society for American Archaeology Press, Washington D.C.

Ethridge, Robbie and Sheri M. Shuck-Hall. 2009. *Mapping the Mississippian Shatter Zone: The Colonial Indian Slave Trade and Regional Instability in the American South*. University of Nebraska Press, Lincoln.

Additional readings (.PDF format) will be posted on the CourseDen site.

COURSE FORMAT:

This course involves two weekly class sessions that introduce and discuss in detail the course materials. The class sections will be a combination of lecture and seminar style discussion. It is imperative that you attend the class sessions as attendance and participation makes up a good portion of your final grade. Additionally, there will be weekly reading summaries, two mid-term exams, and a final paper. Graduate students will be responsible for additional assignments as discussed below.

The weekly summaries are to be abstract-style summaries of each of the readings you are assigned each week. Your submission should include the bibliographic reference above each summary. Your summaries should be between 200–300 words so that you can fit two per page. These are due each week there are readings on Sundays by 11:59 pm. As an example of what a summary should look like:

Pauketat, Timothy
  2000 The Tragedy of the Commoners. In Agency in Archaeology, edited by Marcia-Anne Dobres
    and John E. Robb, pp. 113-129. Routledge, London.

Pauketat contends that previous archaeological explanations of the emergence of political domination unduly relegate non-elite people to a passive role in the creation of the dominant/subordinate social order. Rather, he claims that employing practice theory, which he distinguishes from agency theory on the basis that it sees agency as residing in the predetermined behaviors of rational actors, is more fruitful for understanding social change.   He emphasizes practices as surface phenomena (drawn from Shennan 1993) that act as negotiations, or moments of interaction, between people and traditions. The outcome of these negotiations is dependent upon the scale of the negotiation; the more people involved in the negotiation the more likely it will have a historical effect. Using the construction of Mississippian platform mounds at Cahokia as a case study, Pauketat turns to showing the role of non-elites in negotiating their subordination to elites in the Mississippi Valley. This process involved the elite co-opting surface phenomena, in this case the cohesive rituals of mound construction in public spaces. These ritual construction episodes were likely annual events as is evidenced by the incremental construction layers. Within a few decades, however, the process of centralization occurred as the scale of negotiations with this mound construction tradition increased to include people from the surrounding region. This increase in scale brought participants from the region into the increasing fold of Cahokia's economy and resulted in Cahokia becoming a regional center of power that dominated over the people in the rural areas of the region.

Each summary should identify the topic of the reading and state the primary argument (see the first four sentences in the example). Following this, the summary should identify the various lines of evidence used to support the author's argument (see sentences five through seven in the example). Finally, the summary should discuss the implications, or how the processes discussed by the author had broader effects, of the evidence (see sentences eight and nine).

The mid-term exams will be structured as traditional exams that include a combination of multiple choice, short answer, and essay questions. These will be administered in class.

The final paper will be a literature review of a specific research question pertaining to Southeastern archaeology and/or ethnohistory. What question you address is dependent on your interests, it just has to apply to the broader topic of Southeastern archaeology and/or ethnohistory. This can be something as simple as gaining an understanding of a particular time period or cultural tradition, but it can also be something more complex that addresses similarities and differences in iconography, or evidence for religious traditions, or even patterns of movement and migration. Your research question should be stated in your introduction. Remember that spelling, grammar, and punctuation count! Be sure to run spell check before submitting a draft. Formatting is also an essential part of the writing process, and as such, you will be required to follow the formatting requirements set forth here as part of your grade: *7 pages (no more, no less) plus references cited, 12 pt., Times New Roman Font, Double-spaced, 1-inch margins, following the Society for American Archaeology Style Guide for references (PDF available on CourseDen).*

3

I encourage you all to establish writing groups or partnerships for proofreading and peer review prior to final submission. **Your paper is due December 11 by 5:00 pm.**

GRADING:

Undergraduate students: Grades are assigned on the basis of attendance and participation, weekly summary assignments, two mid-term exams, and a final paper for a total of 300 possible points:

> Class attendance: 50 points
>
> Weekly summaries: 5 points each/50 points total
>
> Mid-term exams: 50 points each/100 points total
>
> Final paper: 100 points

Letter grades are assigned according to the following grading scale:

A: 270-300   B: 240-269   C: 210-239   D: 180-209   F: 179 or less
(90-100%)   (88-89%)   (70-79%)   (60-69%)   (59% or less)

Concerns about grades must be addressed promptly. Any errors found in a graded assignment or exam must be brought to the attention of the instructor.

The University of West Georgia grading policy can be found by using following url: https://catalog.westga.edu/content.php?catoid=3&navoid=113#grades-grade-points.

COURSE POLICIES AND INFORMATION:

Please carefully review the following information in this link: Common Language for Course Syllabi

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

EMAIL AND OFFICE HOURS:

Email is the most efficient option for contacting the instructor for this course. Per University of West Georgia policy, you should only contact the instructor using your MyUWG e-mail account; **DO NOT** use a non-university affiliated e-mail account.

General considerations for email contact:

*Please allow a 24-hour response time to any emails sent, and expect these responses between 9:00 am – 5:00 pm, Monday – Friday.

*Prior to asking a question, refer to the syllabus in case your question is answered there.

*Always include the subject in the subject line of the email.

*Always be polite and *professional* (i.e., use full sentence structure, proper spelling, etc.) in your emails.

If you have questions or concerns about the course materials, you are encouraged to meet with the instructor during office hours rather than via email. Face-to-face meetings over course materials are much more efficient in addressing these sorts of concerns.

ACADEMIC SUPPORT:

Any student requesting accommodations for disabilities *must* register with the UWG Accessibility Services. They will provide the necessary documentation – the Student Accommodations Report (SAR) – to the student, who is then responsible for providing this documentation to the instructor in order to request accommodation. This *must* be done at the beginning of the term, prior to any submission or due date of assignments, as accommodations *are not* retroactive. For additional information, or to register for support services, please contact UWG Accessibility Services.

The University of West Georgia additionally offers other programs to help students achieve academic success, and these programs are available to students throughout the semester:

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

University Writing Center: The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

ACADEMIC HONESTY:

University policy on academic honesty will be enforced in cases where cheating or plagiarism occurs. All students are expected to abide by the University of West Georgia's Student Honor Code: "At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing."

Upon entering the University of West Georgia, you were required to sign the following pledge, and you are expected to continue to uphold that pledge in this course: "Having read the honor code of UWG, I understand and accept by responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code." The following is implied on all work submitted for credit in this course: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." More information on the student honor code, as well as the University of West Georgia's policy on academic honesty, can be found in the student handbook, available at: https://www.westga.edu/administration/vpsa/assets/docs/student-handbook-2018-2019.pdf.

Any acts of plagiarism or academic dishonesty of any sort will result in a zero grade for that assignment and will be reported to the University of West Georgia's Office of Community Standards. A second offense will result in failure of the course.

ATTENDANCE:

Attendance is a necessary component of this course. There is a lot of material covered in the assigned readings (both in the textbook and in additional readings) that will be covered and *expanded on* in lectures. It is your responsibility to attend these lectures in order to gain a thorough understanding of the materials, as you will be tested on them. Further, much of this course involves making/replicating past technologies and analyzing your production debitage. You are responsible for being present to create your analytical dataset. Additionally, attendance will be taken during every class session throughout the semester. You are allowed *one unexcused/voluntary* absence. In the case of involuntary absences (i.e., for medical reasons, emergencies, etc.) they will be excused *only* if they are certifiable/documented. In these cases, you must provide the instructor with documentation. This policy is consistent with the undergraduate academic policies of the University of West Georgia. The university's stance on attendance can be found at: https://catalog.westga.edu/content.php?catoid=3&navoid=113#class-absence.

CLASSROOM DECORUM:

In both the lectures and laboratory sessions it is your responsibility to maintain a respectful modicum of behavior towards your instructor and teaching assistant as well as your peers. Disrespectful and disruptive behaviors will not be tolerated. These behaviors include discussions among classmates (unless allotted time to do so), text messaging, talking on cell phones, eating, browsing the internet, late arrivals, and early departures. ***CELL PHONES MUST BE SILENCED PRIOR TO ENTERING THE CLASSROOM.*** Technologies such as laptops and tablets are permitted for ***NOTE-TAKING PURPOSES ONLY.*** If you exhibit these or any other disruptive behaviors during class time you will be asked to leave and will be marked as having an unexcused absence for that day.

MAKE-UP POLICY:

Make-up exams will *ONLY* be allowed for those persons able to provide certifiable documentation of an involuntary absence. If you know in advance that you will not be able to attend an exam you must notify the instructor ASAP to schedule alternative arrangements. Additionally, students in need of modification of the due dates for assignments and/or exams for religious reasons (i.e., holiday observances) should contact the instructor at the beginning of the term so that alternative arrangements can be made.

COURSE EVALUATION:

All students are expected to provide feedback on the content, quality, and instruction of the course the Scantron form titled University of West Georgia/Student Evaluation of Instruction (SEI). These forms are provided by the University of West Georgia's Department of Anthropology in the final two weeks of the semester.

6

PROJECTED SCHEDULE OF TOPICS AND READING ASSIGNMENTS:*

*** Disclaimer: This schedule is subject to change if the need arises. Any changes will be announced in advance during class time as well as on the CourseDen site.**

G: graduate students only; all PDFs available on CourseDen)

WEEK	DAY	TOPIC	WEEKLY READINGS
1	08/14	*Course Introduction*	
2	08/19	*History of Southeastern Archaeology*	Anderson and Sassaman: Chapter 1 Sullivan et al. 2011 (PDF) Steponaitis 1984 (PDF)
	08/21	*Culture History in Southeastern Archaeology*	
3	08/26	*The Peopling of the Americas*	Anderson and Sassaman: Chapter 2 Pitblado 2011 (PDF) Adovasio and Pedler 2005 (PDF)
	08/28	*Paleoindians*	
4	09/02	**NO CLASS: LABOR DAY**	
	09/04	*Paleoindians* Discussion	Meltzer 2009c (PDF) Meltzer 2009d (PDF)
5	09/09	*Early Archaic*	Anderson and Sassaman: Chapter 3 (Early Archaic section) Anderson and Sassaman 2004:87-94 (PDF)
	09/11	*Early Archaic* Discussion	
6	09/16	**EXAM #1**	
	09/18	*Middle Archaic*	Anderson and Sassaman: Chapter 3 (Middle Archaic section) Anderson and Sassaman 2004:94-100 (PDF)
7	09/23	*Middle Archaic* Discussion	Anderson and Sassaman: Chapter 3 (Late Archaic section) Sassaman and Anderson 2004 (PDF)
	09/25	*Late Archaic*	
8	09/30	*Late Archaic* Discussion	Anderson and Sassaman: Chapter 4 (Early Woodland section) Cobb and Nassaney 2002 (PDF) Pluckhahn and Thompson 2013 (PDF)
	10/02	*Early Woodland*	
9	10/07	*Early Woodland* Discussion	Anderson and Sassaman: Chapter 4 (Middle Woodland section) Jefferies 2004:115-119 (PDF) Applegate 2013 (PDF) Pollack and Schlarb 2013 (PDF)
	10/09	*Middle Woodland*	
10	10/14	*Middle Woodland* Discussion	Anderson and Sassaman: Chapter 4 (Late Woodland section) Jefferies 2004:119-127 (PDF) Emerson and McElrath 2008 (PDF)
	10/16	*Late Woodland*	
11	10/21	*Late Woodland* Discussion	Smith 1990 (PDF) Kelly 1990 (PDF)
	10/23	**EXAM #2**	
12	10/28	*Mississippian*	Anderson and Sassaman: Chapter 5 Blitz 2010 (PDF)
	10/30	*Mississippian*	

		Discussion	Pauketat and Emerson 1997 (PDF) Knight 1994 (PDF)
13	11/4	*Consquistadores, Collapse, Coalescence*	Ethridge & Schuck-Hall: Chapters 1, 3, 4 Kelton 2008
	11/6	*Consquistadores, Collapse, Coalescence* Discussion	
14	11/11	*Choctaw Coalescence*	Ethridge & Schuck-Hall: Chapters 8, 9, 13
	11/13	*Coalescence of the Creeks*	
15	11/18	*Seminole Coalescence & Ethnogenesis*	Ethridge & Schuck-Hall: Chapters 5, 6 Weisman 2000 (PDF)
	11/22	*Catawba Coalescence*	
16	11/25	**NO CLASS: THANKSGIVING**	
	11/27		
17	12/2	*Enter the Cherokee*	Rodning 2008 (PDF) Rodning 2009 (PDF)
	12/4	Course Summary	

ANTH - 4176 - Narrative and Storytelling in Ethnography

2020-2021 Undergraduate Revise Course Request

General Information

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

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

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

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

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

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

If other, please identify.	

Desired Effective Semester ✱	Fall	**Desired Effective Year** ✱	2020

Course Information

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

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

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

Course Prefix* ANTH	**Course Number*** 4176

Course Title* Narrative and Storytelling in Ethnography

Long Course Title

Course Type - DO NOT EDIT* Anthropology

Catalog Course Description* This course will study examples of the stories and narratives that anthropologists collect during fieldwork and those that they produce later, when they are back at their desks reflecting on their experiences. Students will be asked to think critically about the various forms of storytelling we engage in, as well as to consider the power of representation through text.

Prequisites* none

Corequisites* none

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

Status* ⦿ Active-Visible ◯ Inactive-Hidden

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

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

Lec Hrs* 4

Lab Hrs *	0

Credit Hrs *	4

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

Cross-listing
Restrictions
Repeat for Credit

Cross-listing	

Restrictions	

Can a student take this course multiple times, each attempt counting separately toward graduation? *	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.** *	4

Justification and Assessment

Rationale *	This course was designed as an academic year methods course for Anthropology students who are unable to participate in field schools during the summer months, as well as an upper level seminar in linguistic anthropology research, writing and analysis. In previous experience teaching this course it was impossible to fit in discussion of assigned reading, preparation for methods assignments, and workshop of completed research activities in the allotted class time. The instructor ran behind schedule all semester, and frequently had to cut short productive student discussions and workshops because of a lack of sufficient time. Additionally, students experienced a lot of difficulty with research equipment because we had insufficient time to troubleshoot recording equipment, software etc. in class.
If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	

REQUIRED ATTACHMENTS

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

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

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning

objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

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

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate
	◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	25

Are you making changes to the special fees or tuition that is required for this course?*	☐ Yes ☑ No	If yes, what will the fee be?*	☑ New Option

Fee Justification*	No fees required

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

Department/School - DO NOT EDIT*	Department of Anthropology

Is this a School of Nursing or University College course?*	◯ Yes ⦿ No	Is this a College of Education course?*	◯ Yes ⦿ No

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

Is Senate Review Required?*	⦿ Yes ◯ No

68/185

Required?

Administrative Use Only - DO NOT EDIT

Course ID*   30554

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

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

ANTH 4176,
Narrative and Storytelling in Ethnography
Instructor: Elizabeth Falconi
efalconi@westga.edu
Office Hours, Anthropology Bldg., Room 6: TBD

Course Overview:
Telling stories about people, places and experiences is a fundamental way of making sense of the world, both for anthropologists and the people they study. Anthropological data often comes in the form of personal narratives and stories, which people use to organize and describe their life experiences, and which are collected in interviews and through participant observation. In addition, anthropologists, folklorists and others have long directed their attention to the observation and recording of tales, stories and other forms of narrative verbal art. Ethnographic writing itself constitutes both a form of personal narrative about the experiences of the anthropologist, and a form of storytelling about the people and places they study. Within multilingual communities the recording and producing of narratives is further complicated by the process of translation across languages. Similar processes of translation occur across boundaries of class, culture, gender and race.

In this course we will study examples of the stories and narratives that anthropologists collect during fieldwork and those that they produce later, when they are back at their desks reflecting on their experiences. Students will be asked to think critically about the various forms of storytelling we engage in, as well as to consider the power of representation through text. We will discuss the advantages and disadvantages of various strategies used to depict the voices, experiences, and cultural practices of others. Over the course of the term we will cover a range of concepts, including: *voice*, *text*, *translation*, *narrative*, *interaction*, and *coevalness*. In this methods course focused on ethnographic research, and the data collection and analytic techniques used by linguistic anthropologists, students will compile a tool-kit of methodologies which they will practice and workshop throughout the semester. These will include: *participant observation*, *fieldnotes*, *writing ethnographic vignettes*, *audio and video recording*, *transcription*, *conversation analysis*, *discourse analysis*, and *data presentation*.

Required texts:

- Gottlieb, Alma & Phillip Graham. (2012) *Braided Worlds*

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- Ochs, Elinor & Lisa Capps. (2002) *Living Narrative: Creating Lives in Everyday Storytelling*

-Narayan, Kirin. (1989) *Storytellers, Saints and Scoundrels: Folk Narrative and Hindu Religious Ritual*

*All other readings available as pdf documents on CourseDen

COURSE EXPECTATIONS AND LEARNING OUTCOMES

Course Expectations
This is an intensive seminar course, and my expectations for your participation and scholarly effort are high. Attendance and participation in class is required, and I expect and want to hear from you. Take a chance and ask questions, engage in discussion with your classmates, and try answering questions that I raise in class. These are some of the best ways to learn.

There is A LOT of reading. In addition, there are regular methods exercises that students will be required to complete that relate to the reading content for each unit of the course. Classes will be structured to include lecture, discussion, and methods workshop time when applicable. It is imperative that you study the assigned readings, complete all required methods exercises, and class discussion posts. Please make sure to get in touch with me AS SOON AS POSSIBLE if you are having difficulty understanding a core concept from the readings or an assignment.

*Any students requiring special services or accommodations relating to a disability should consult the UWG webpage for Accessibility Services Accommodations (*https://www.westga.edu/student-services/counseling/accessibility-services.php*).*

For all other information about student resources, such as academic support, campus policies, and mental health services please consult the Common Language for Course Syllabi for UWG: https://www.westga.edu/UWGSyllabusPolicies/

Make-up and late assignments will only be allowed in case of emergency, and will be determined in consultation with the professor.

In all other cases, late assignments will not be accepted.

Anthropology Program Learning Outcomes
    1. To demonstrate a broad base of anthropological knowledge.

2. To compare the diversity of cultural practices through time and space.
3. To analyze anthropological topics through oral and written communication.
4. To collect and assess data using anthropological methods.

Course Specific Learning Outcomes
1. To demonstrate an understanding of the methods most frequently used among linguistic anthropologists, folklorists, communications scholars, and sociolinguists to collect and analyze interactional data.
2. To practice, workshop, and refine each of the methods covered throughout the course, including: field-notes and ethnographic writing, audio and video recording of various speech events, interviewing, transcription, data analysis and presentation.
3. To compare the theoretical frameworks and analytic approaches from the assigned readings and specific methods assignments and workshop sessions.
4. To create a research proposal, based on application of methods and theory covered in class, for a current or future project which coherently states research questions and goals, references relevant literature, describes specific methodologies to be used to gather data, and a well-coordinated data analysis plan.

Grading and Assignments

* There may be small assignments added to the course at any time.
** A student who engages significantly in class, visits me in office hours to ask questions about unclear course materials, and demonstrates substantial improvement from the beginning to the end of the class may receive a small grade increase if they are doing poorly in the course.

***Attendance*:**
Students are required to attend class, and all absences must be excused. Attendance will be taken each class. Students will be graded both on attendance and class participation, so absences will impact both grade categories. Students should discuss any anticipated absences with me in advance if possible.

***Participation/In-class discussions*:**
In order to participate fully in class students must complete the assigned readings and assignments listed for that day on the syllabus, and should come to class with questions and comments to share with the group. We will have frequent in-class discussions and activities to help me gauge student learning. To facilitate these discussions students will be divided in to groups during the first week of class, and each group will be assigned a weekly role for the discussion portion of the class. See discussion assignment description for additional details.

Online Discussion Posts:
All students will be required to submit three discussion posts throughout the semester in which they will reflect on the methods assignments and workshops.

Each discussion post must be between 250-300 words in length. Please consult the discussion-post grading rubric for specific requirements and guidelines.

Methods Assignments and Workshop Sessions:
Students will complete five methods assignments during the semester, including participant-observation and field-notes, writing ethnographic vignettes, interview recording and coding, conversation recording and coding, and transcription. Additionally, we will have in-class workshops pertaining to each of the methods skills covered in the course. See assignment descriptions for additional details.

Final Research Methods Proposal:
The final assignment for the course will be for students to prepare the methods section of a research proposal, drawing on the methods exercises and readings covered throughout the semester. Students will turn in a draft and final copy of this assignment, which will be graded separately. See assignment description for additional details.

Data Analysis Presentation:
During the final week of class all students will present on a selected portion of transcribed data collected during the semester, using AT LEAST two of the perspectives discussed in course readings, methods assignments, and workshops (e.g. conversations analysis, narrative analysis, interviewing and metacommunication etc.). Presentations should be between 4-5 minutes in length.

Assignment name	Description	Due Date	% of Final Grade
Attendance	Students are required to attend all classes.	Every class session	10
Participation & In-Class Discussion	Students are required to participate in class discussions according to assigned groups roles each week, as well other in-class activities, including methods workshops	Every class session	10
Online Discussion Posts	Please see the Online Discussion Rubric for requirements. See specific discussion post instructions for Weeks: 4, 6, and 9	Due by 11:30 pm EST, on Tuesday night the week after they are assigned.	15

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Methods Assignments	Students are required to complete five methods assignments. See specific assignment instructions for Weeks: 2, 3, 5, 7 & 10	Due in class on the day they are assigned.	25
Draft of Research Methods Proposals	Details TBA in class	Due on CourseDen 11/15/18, by 11:30 EST	10
Final Research Methods Proposal	Details TBA in class	Tuesday, December 11th, by 1 pm	20
Data Analysis Presentations	Details TBA in class	In class presentations during the last week of class	10
TOTAL			100

Grading Rubrics
All grading rubrics for course assignments are posted on CourseDen in the Week in which the assignment is due.

For official information on UWG's Academic Integrity Policy please see the *Common Language for Course Syllabi*: https://www.westga.edu/UWGSyllabusPolicies/
Note that I will enforce this policy.

Grading structure and point scale

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

Course Schedule

Week 1: *Introduction to the Politics of the Field and Fieldnotes*
Thursday, 8/16/18
- No readings

In class review of excerpts from:
- Malinowski, B. (1922) *Argonauts of the Western Pacific*. Waveland Press: Long Grove, IL.
- Malinowski, B. (1935) *Coral Gardens and Their Magic*
- Malinowski, B. (1989) *A Diary in the Strict Sense of the Term*, Stanford University Press.

Week 2: *Writing Culture, and Women Writing Culture*
Tuesday, 8/21/18
- Evans-Pritchard, E.E. (1973) "Some Reminiscences and Reflections on Fieldwork" in *Journal of the Anthropological Society of Oxford*
- Clifford, James. (1986) "Introduction: Partial Truths" in *Writing Culture*
- Emerson and Shaw. *Writing Ethnographic Fieldnotes*, Chapters 1 and 2.

Thursday, 8/23/18
- Lutkehaus, Nancy. (1995) "Margaret Mead and the 'Rustling-of-the-wind-in-the-palm-trees-school" of ethnographic writing" in *Women Writing Culture*, (eds.) Behar & Gordon. University of California Press.
- Narayan, Kirin. (1995) "Participant Observation" in *Women Writing Culture*. (eds.) Behar & Gordon. University of California Press.
- Abu-Lughod. (1995) "A Tale of Two Pregnancies" in *Women Writing Culture*, (eds.) Behar & Gordon. University of California Press.

Fieldnotes Assignment due

Week 3: *Braided Worlds*
Tuesday, 8/28/18
-    Chapters 1 – 3
*Additional resource for writing assignment:
https://savageminds.org/2015/10/19/anthropology-as-theoretical-storytelling/#more-18011

Thursday, 8/30/18
-    Chapters 4 – 6
Ethnographic writing assignment due

Week 4: *Ethnography of Communication*
Tuesday, 9/4/18
-    Monaghan, Leila. (2012) "Speaking of Ethnography," and "Conversations: The Link Between Words and the World." In *A Cultural Approach to Interpersonal Communication: Essential Readings*, Second Edition. Blackwell Publishing.
-    Tannen, Deborah. (2012) "Conversational Signals and Devices." In *A Cultural Approach to Interpersonal Communication: Essential Readings*, Second Edition. (eds) Monahan et. al. Blackwell Publishing.

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Thursday, 9/6/18
- Carbaugh, Donal. (2007) "Ethnography of Communication." In *The Blackwell International Encyclopedia of Communication*. Blackwell Reference Online.
- *Reversing the ethnographic gaze*: In class discussion of UPenn student activism in class, media examples about Hymes' transgressions
  - http://www.thedp.com/article/2018/04/gse-getup-sexual-harassment-dell-hymes-portrait-removal-upenn-penn-philadelphia
  - http://www.library.upenn.edu/docs/kislak/dp/1988/1988_12_01.pdf

Week 5: *Learning How to Ask: Interviewing as method and data*
Tuesday, 9/11/18
- Briggs, Charles. (1986) Selections from *Learning How to Ask*: *A Sociolinguistic Appraisal of the Role of the Interview in Social Science Research*. Cambridge University Press.
- Ewing, Katherine. (2006) "Revealing and Concealing: Interpersonal Dynamics and the Negotiation of Identity in the Interview" in *Ethos*, Vol. 34(1).

Week 4 Discussion Post Due by 11:30 pm EST
Thursday, 9/13/18
- De Fina & Perrino. (2011) *selections TBA in "Special Issue: Narratives in Interviews, Interviews in Narrative Studies" in *Language in Society*, Vol. 40 (1)
- Wortham, Stanton et. al. (2011) "Interviews as Interactional Data" LIS special issue.

Interview recording with coding due

Week 6 - *Living Narrative*
Tuesday, 9/18/18
- Chapters 1 & 2
Thursday, 9/20/18
- Chapters 3 & 4

Week 7 – *Living Narrative*
Tuesday, 9/25/18
- Chapters 5 & 6
Week 6 Discussion Post Due, 11:30 pm EST
Thursday, 9/27/18
- Chapters 7 & 8
Conversation recording with coding due

Week 8 – *Transcription*
Tuesday, 10/2/18
- Bucholtz, Mary. (2000) "The Politics of Transcription" in the *Journal of Pragmatics*, Vol. 32.

* To cover during in-class transcription workshop
- Atkinson & Heritage. (1984) "Transcription Notation" in *Structures of Social Action: Studies in Conversation Analysis*, Cambridge University Press.

Thursday, 10/4/18 – ***FALL BREAK, NO CLASS***

Week 9 – *Transcription*
Tuesday, 10/9/18
        - Ochs, Elinor. (1979) "Transcription as Theory" in *Developmental Pragmatics*, Academic Press.
        *Recommended:
        - Duranti, Alessandro. (2006) "Transcripts: Like Shadows on a Wall"
        Mind, Culture and Society, Vol. 13 (4).
Thursday, 10/11/18
        - Hurston, Zora Neale. (2018) *Baracoon*, Harper Collins Press. "Forward" by Alice Walker and Chapters 6 - 8
        - Preston, Dennis. "'Ritin' Fowklower Daun 'Rong: Folklorists' Failures in Phonology", *The Journal of American Folklore*, Vol. 95, No. 37.

Week 10 – *Writing the Other*
Tuesday, 10/16/18
        - Geertz, Clifford. (1974) "'From the Native's Point of View': On the Nature of Anthropological Understanding" in *Bulletin of the American Academy of Arts and Sciences*, Vol. 21 (1).
        - Abu-Lughod, Leila. (1991) "Writing Against Culture" in *Recapturing Anthropology*
*Week 9 Discussion Post DUE, 11:30 pm EST
Thursday, 10/18/18
        - Fabian, Johannes. (2002) Selections from *Time and the Other*
        - Truillot, Michel. (1991) "Anthropology and the Savage Slot: The Poetics and Politics of Otherness" in *Recapturing Anthropology*
*Transcription Assignment Due

Week 11 – *Storytelling: Tradition, Transformation & Intertextuality*
Tuesday, 10/23/18
        - Bauman, Richard. (2004) "'Bell, You Get the Spotted Pup': First Person Narratives of a Texas Storyteller." In *A World of Others' Words: Cross cultural Perspectives on Intertextuality*. Malden: Blackwell Publishing.
        *Recommended:
        - Kroskrity, Paul. (2009) "Narrative Reproductions: Ideologies of Storytelling, Authoritative Words, and Generic Regimentation in the Village of Tewa" in *Journal of Linguistic Anthropology*, Vol. 19 (1).
Thursday, 10/25/18
        - Falconi, Elizabeth. (2013) "Storytelling, language shift and revitalization in a transborder community: 'Tell it in Zapotec!'" in *American Anthropologist*, Vol. 115, Iss. 4.

Week 12 – *Storytellers, Saints and Scoundrels*
Tuesday, 10/30/18
- Chapters 1 – 3
Thursday, 11/1/18
- Chapters 4 & 5

Week 13 - *Storytellers, Saints and Scoundrels*
Tuesday, 11/6/18
- Chapters 6 – 8
Thursday, 11/8/18
- Chapters 9 – 11

Week 14 – *Healing Narratives*
Tuesday, 11/13/18
- Black, Steven. (2013) "Narrating Fragile Stories about HIV/AIDS in South Africa," in *Pragmatics in Society*. Vol. 4 (3).
- Hunt, Linda. (2000) "Strategic Suffering: Illness Narratives as Social Empowerment among Mexican Cancer Patients" in *Narrative and the Cultural Construction of Illness and Healing*, (eds.) Mattingly & Garro, University of California Press.

Thursday, 11/15/18 – **Lecture online, Dr. Falconi at AAAs in San Jose, CA**
- Mattingly, Cheryl. (1998) "Therapeutic plots, healing rituals, and the creation of significant expertise" in *Healing Dramas and Clinical Plots: The Narrative Structure of Experience*, Cambridge University Press.

Drafts of Research Proposal Methods Due on CourseDen, by 11:30 pm EST

Thanksgiving Break: Monday, 11/19/18 – Sunday, 11/25/2018, NO CLASSES!

Week 15 – *Heteroglossia, Voice, and the Dialogic Turn*
Tuesday, 11/27/18
- Bakhtin, Mikhail. (1981 [1935]) "Discourse and the Novel"
- Mannheim & Tedlock. (1995) "Introduction," in *The Dialogic Emergence of Culture*, (eds.) Mannheim & Tedlock. University of Illinois Press.
Thursday, 11/29/18
- Hill, Jane. (1995) "The Voices of Don Gabriel: Responsibility and Self in a Modern Mexicano Narrative" in *The Dialogic Emergence of Culture*, (eds.) Mannheim & Tedlock. University of Illinois Press.
- Wortham, Stanton. (2015) "Narratives Across Speech Events" in the *Handbook of Narrative Analysis*. John Wiley and Sons.

Week 16 – *Summing Up*
Tuesday, 12/4/18
- Student Data Presentations
Thursday, 12/6/18
- Student Data Presentations

FINAL Methods Proposal Due
Tuesday, Dec. 11, by 1:00 pm

PSYC - 2010 - Psychology as a Human Science

2020-2021 Undergraduate Revise Course Request

General Information

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

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

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

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

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

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

If other, please identify.	

Desired Effective Semester *	Spring		**Desired Effective Year** *	2020

Course Information

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

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

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

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

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

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

Course Prefix*	PSYC	**Course Number*** 2010	

Course Title* Psychology as a Human Science

Long Course Title

Course Type - DO NOT EDIT* Psychology

Catalog Course Description* This gateway course introduces new psychology majors to the philosophical and methodological foundations of psychology as a human science, particularly humanistic, transpersonal/contemplative, and critical approaches. It also orients students personally and professionally to the field of psychology. This course serves as preparation for more advanced study in the UWG major.

Prequisites* Prerequisite: PSYC 1101

Corequisites* none

Frequency - How many semesters per year will this course be offered? 3	**Grading***	Undergraduate Standard Letter

Status* ⦿ Active-Visible ◯ Inactive-Hidden

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

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

Lec Hrs* 3

Lab Hrs*	0

Credit Hrs*	3

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

Cross-listing
Restrictions
Repeat for Credit

Cross-listing	

Restrictions	Major in Psychology, or Social Sciences Focus Area

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	cannot be used multiple times

Justification and Assessment

Rationale*	The Psychology Department would like to add the restriction: "Social Sciences Focus Area" to this course. Currently the class is restricted to Psychology Majors only. However, with our new major declaration requirements, we are concerned that first year students will not have enough hours during their first semester (15) to declare Psychology as their major and so will be prevented from being able to register for PSYC 2010 during their second semester (as recommended). Therefore, we wish to restrict the class not only to majors (as it currently is) but to either majors or Social Sciences Focus Area to ensure that the students progress in a timely fashion.

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

REQUIRED ATTACHMENTS

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

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

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

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

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

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate
	◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*   240

Are you making changes to the special fees or tuition that is required for this course?*	☐ Yes ☑ No		**If yes, what will the fee be?***	☑ New Option

Fee Justification*   No fee

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

Department/School - DO NOT EDIT*	Department of Psychology

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

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

Is Senate Review Required?*	⦿ Yes ◯ No

Administrative Use Only - DO NOT EDIT

Course ID ***** 30094

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

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

PSYC 2010/Psychology as a Human Science/Fall, 2018
Dr. James J. Dillon/678-839-0607/jdillon@westga.edu
Office hours: W 12:30-2; google hangout T & R from 9-12 (type: jdillon@westga.edu)

Course Description

This gateway course has four major parts:

1. Career exploration and preparation;
2. Professional reading, writing and research in Psychology;
3. Exploration of the three big psychological perspectives: humanistic, transpersonal, and critical;
4. Composition of a formal research proposal for your senior project.

This course will serve as preparation for more advanced study in the Psychology major and is ideally taken during Freshman or Sophomore year.

Course Objectives

Students will:
- obtain greater knowledge of self, personal and professional values, and "callings" in life.
- gain a firmer sense of career direction in Psychology
- take concrete steps in preparing for a career in Psychology
- learn the central methods of research in Psychology
- appreciate what is distinct about doing Psychology as a "human" science
- construct a proposal for the senior research project

Learning Outcomes

You will:
- learn the major career areas in Psychology
- articulate a career vision
- learn the elements of and prepare a professional resume
- articulate a further plan of study and a career development plan
- learn APA format and relevant psychology databases for research
- learn the variety of research methods routinely used in Psychology
- learn how to read, analyze, and critique empirical and theoretical work in Psychology
- gain mastery of the history and theoretical underpinnings of psychology as a "human" science
- formulate a senior research proposal based upon career vision and plan of study

Text

We will be reading one bound text: *The Psychology Major* (5th) by R. Eric Landrum & Stephen Davis. You will need to purchase it. We will also be using several online resources. I think that the material is readable, but some of the terms and concepts might be confusing to you at first. Don't worry! This is **your class**, so please don't hesitate to ask for clarification about anything. The only stupid question is a question not asked.

Course Format and Your Role

This course is 100% online. I am here though working with you and available to you. I am not a machine! Please see the Common Language for Course Syllabi for official information on UWG's Academic Integrity Policy. Note that I will enforce this policy.

Communication Rules

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

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

Expected Response times

Students can expect me to be online at least once per day M-F. I will also check in at least once during the weekend. Homework assignments will be graded within 5 days of the due date. I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time.

Grading and Criteria

Grading structure and point scale

90-100 points	90% - 100%	A
80 points – 89 points	80% - 89%	B
70 points – 79 points	70% - 79%	C
60 points - 69 points	60% - 69%	D
< 60 points	< 60%	F

Requirements & Assignments

Your grade will be based upon your performance on several assignments. I will discuss your assignments with you in much greater detail over the course of the semester. ALL written work submitted to me should be typed, double-spaced, with 1-inch margins, and in 12-point font.

Here is the breakdown of your grade out of 100 points:

Syllabus Quiz	1 point
Personality Statement	3 points
Research Question sent by 11:59 PM on 8/20/18	.5
Research Question approved by 8/29 at 6:59 am	.5
Sources sent by 9/4/18 at 11:59 PM	.5
Sources approved by 9/12/18 at 6:59 am	.5
Career Vision Statement	8 points
Resume Assignment	8 points
Draft #1 Senior Project	14 points
Mid-term Exam	15 points
Draft #2 Senior Project	10 points
Career Exploration (14 quizzes) and Reflection	14 points
Final Research Proposal	8 points
Plan of Study	2 points
Final Exam (12/10/18)	15 points

I will not accept late work. I will only make an accommodation in the case of a documented medical emergency in which YOU are the person who had the medical emergency.

Plagiarism is when you take personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. You must clearly and accurately credit sources you use in written work for all class assignments. If you have been found to plagiarize, you will automatically fail the course and be reported to the administration for disciplinary action.

Papers will be graded according to the following criteria: a) degree of understanding of relevant concepts, b) adequacy of planning; c) comprehensiveness of supplementary research, d) clarity of expression.

If you miss your final exam, and prior arrangements have not been made, you may receive a grade of F on that exam or paper and this may affect your final grade in the class. If you miss your exam due to an emergency, please contact the Psychology office at (678)839-6510 or go to Melson Room 123 as soon as possible to complete the application: "Missed Final Exam: Verification of Emergency". This form will need to be approved by the chair for an incomplete grade which may allow you the time to make up your exam or complete your final assignments. This application will require documentation and authorization from you to verify your emergency.

Special Needs

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

Class Schedule

Module 1: Course Overview; What is Human Science? Myers-Briggs Type Indicator; **Assignment: Typed Personality Statement; Syllabus Quiz; Research Question**

Module 2: Careers in Psychology; **Assignment**: **Career Vision Assignment; start career quizzes**

Module 3: Resume; Graduate School; Finding articles; **Assignment**: **Research Question must be approved by 8/29 at 6:59 a.m.; Resume Assignment; Send sources**

Module 4: Writing Papers in Psychology; Research Methods; Job Search Strategies; **Assignment: Research Question Due**

Module 5: Library Databases and Getting sources; Literature Review; **Assignment: sources must be approved by 9/12 at 6:59 a.m.**

Module 6: APA Format; Careers in Psychology; Research Methods/**Assignment**: **DRAFT #1 DUE**

Module 7: Careers in Psychology; Research Methods; APA Format

Module 8: **Mid-Term Exam**

Module 9: Careers in Psychology; Research Methods; How to Write a Research Proposal; resume Redux: The Career Profile

Module 10: Careers in Psychology; Research Methods; **Assignment**: **DRAFT # 2 DUE**

Module 11: Theories in Psychology

Module 12: Careers in Psychology; Revisions to Draft 2; Meet the Faculty

Module 13: **Assignment: Final Draft Senior Research Proposal Due**

Module 14: Theories in Psychology

Module 15: Course summary and review for exam; **Assignment: Career Reflection and Plan of Study due**

Final exam: Dec 10-Dec 12

SOCI - 4439 - Sociology of Global Health

2020-2021 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*	Spring	Desired Effective Year*	2020

Course Information

Course Prefix*	SOCI	Course Number*	4439

Course Title*	Sociology of Global Health

Long Course Title	

Course Type*	Sociology

Catalog Course Description*	This course examines the borderless nature of diseases. The emphasis is on the health problems of people in developing countries. Special attention is paid to the historical and social context of health outcomes. In addition, consideration is given to the differences in health outcomes by gender, class, age, and ethnicity.

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

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

course?*	
Lec Hrs*	3
Lab Hrs*	0
Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	⦿ Yes ◯ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	3

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

Prerequisites	SOCI 1101
Concurrent Prerequisites	
Corequisites	
Cross-listing	
Restrictions	
Is this a General Education course?*	◯ Yes ⦿ No

If yes, which area(s) (check all that apply):	☐ Area A ☐ Area B ☐ Area C ☐ Area D ☐ Area E
Status*	⦿ Active-Visible ◯ Inactive-Hidden
Type of Delivery (Select all that apply)*	☑ Carrollton or Newnan Campus: Face-to-Face ☑ Entirely Online ☑ Hybrid ☑ Fully Online

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

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Justifications and Assessment

Rationale*

The course was developed by a faculty member hired to develop and teach courses about health. It will be a regularly offered course.

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

1. Identify basic concepts and perspectives of global health.
2. Describe health challenges across national boundaries.
3. Analyze the economic factors shaping global health.
4. Analyze the socio-political issues shaping global health.
5. Analyze the institutional aspects shaping global health.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 35 per semester

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

If yes, what will the fee be?* no fee

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

College - School/Department*	College of Social Sciences	Department of Sociology

Is this a School of Nursing or University College course?* ○ Yes ◉ No

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

Is this an Honors College course?* ☐ Yes ☑ No

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

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

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

Syllabus
SOCI 4XXX: Sociology of Global Health

UNIVERSITY of West Georgia®	College of Social Sciences Department of Sociology Dr. Elroi Windsor Chair and Associate Professor

1. COURSE OBJECTIVES

Upon completion of this course, students will:
- Identify basic concepts and perspectives of global health.
- Describe health challenges across national boundaries.
- Analyze the economic factors shaping global health.
- Analyze the socio-political issues shaping global health.
- Analyze the institutional aspects shaping global health.

Sociology Department Learning Outcomes satisfied in this course are:
- Communicate in writing how sociology contributes to an understanding of social reality.
- Understand basic concepts, perspectives, and their interpretive applications.
- Demonstrate and understanding of the reciprocal relationship between the individual and society.

2. COURSE DESCRIPTION

Catalog description
This courses examines the borderless nature of diseases. The emphasis is on the health problems of people in developing countries. Special attention will be paid to the historical and social context of health outcomes. In addition, consideration is given to the differences in health outcomes by gender, class, age, and ethnicity.

UNIVERSITY POLICIES
Common Language for course syllabi:
https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php

3. TEXTBOOK AND COURSE MATERIALS

Texts:
- Global Health 101, Third Edition, Richard Skolnik. ISBN: 978-1-284-05054-7.

Technology:
- Familiarity with Course Den

1

- Use of Microsoft Office or comparable software
- Access to reliable internet
- Access to a computer or laptop

4. COURSE INFORMATION

1.1. Credit Hours 3
1.2. Semester and Year Spring 2020
1.3. Course Prerequisites Introduction to Sociology, SOCI 1101
1.4. Location of Class **XXX**
1.5. Class Time **XXX**

5. TEACHING, LEARNING METHODS, & COURSE STRUCTURE

Delivery Method

The course will be delivered in either face-to-face method or through 100% online format using blended learning approach may include lecture, video, discussion, and learning exercise.

Instructional Approach
The instructor will deliver and direct student learning through lecture, group work and discussion and exercises.

Course Structure
The course is composed of 15 lessons.

6. COURSE SCHEDULE

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

A sample table showing the organization of the course is provided below as a reference.

Course Schedule:

Week and Lesson #s	Topics	Instructional Content	Assignments, Tests and Exams	Due Date/Time TBA
Week 1	Goals of Global Health.	Chapter 1		
Week 2	Global Health, Determinants, Measurements and Trends.	Chapter 2		

2

Week 3	Global Poor and Health	Chapter 3	Reflection note 1 due	
Week 4	Global Health and Human Rights	Chapter 4		
Week 5	Global Health and Culture	Chapter 6		
Week 6	Global Health, Financial Crisis, and Nutritional Status	Chapter 8	Reflection note 2 due	
Week 7			Midterm Exam	
Week 8	Global Health and Women	Chapter 9	Reflection note 2 due Midterm Exam	
Week 9	Global Health and Health of Young Children	Chapter 10		
Week 10	Global Health and Adolescent Health	Chapter 11		
Week 11	Global Health and Communicable Diseases	Chapter 12	Reflection note 3 due	
Week 12	Global Health and Non-communicable Diseases	Chapter 13		
Week 13	Global Health and Health Systems	Chapter 5		
Week 14	Global Health and the Environment	Chapters 7	Reflection note 4 due	
Week 15	Global Health	Chapter 16		

	and International Actors			
Week 17	Global Health and Employment Opportunities	Chapter 18	Reflection note 5 due	
Week 18			Final Exam, Paper, Project Due	

7. ASSESSMENT METHODS AND GRADING SCALE

1) **Reflection Note Assignments**: Reflection homework questions will be given after completing blocks of sections of readings/chapters. Each reflection you submit must three full pages (max!). You must write concisely and get your points across in three pages (max!). The questions will be drawn from the readings you are assigned. Please follow the instructions of each questions when conducting these assignments. The questions will be posted 1-2 weeks in advance before they are due at the beginning of the assigned module. Reflection notes contribute 33% to your final course grade. You cannot copy the textbook authors' words when writing your reflecting paper. Your submitted work must be reflective of your own voice.

2) **Tests/Exams:** There will be two exams (a mid-term and final exam) in this course. Each exam will contribute 33.3% to your final course grade. Your test/final exam must reflect your knowledge of the course.

Grading:

Grade	Quality	Percent
A	Excellent	90-100
B	Good	80-89
C	Satisfactory	70-79
D/F	Failing	60-69 and < 60 and below
WF	Withdrew, Failing	
W	Withdrew, Passing	
WM	Military Withdrawal	

8. COURSE POLICIES

Class Attendance

I take attendance every week and submit to the registrar for attendance verification and last day of attendance.

Class Participation

You are expected to show respect for your classmates by providing a peaceful and

4

pleasant learning environment on discussion forum and through emails. In this course, we will respectfully listen to the views of others during class and discussions. In case of lack of compliance, student may be required to leave class, and reported to the office of community standard.

Academic Integrity & Honesty

In this course, students are expected to abide by the department of sociology's academic integrity principle. The department states that "the presence of academic dishonesty in particular frustrates the effort to create and sustain an academic culture and community that nurtures student growth and development." It is also against any form of academic dishonesty as it states that "integrity [] should characterize communities both within academia and without [it], is corrupted by the threat of untruthfulness, deceit, and fraud." In this course, we will all live up to the department's principle on academic integrity. Students will receive a zero on the assignment in question and they will be reported to the office of community standard.

Late/Make Up Assignments:

Apart from unexpected situations, I will not accept late work. You are expected to meet all deadlines.

5

Major in Real Estate

2020-2021 Undergraduate Delete Program Request

General Information

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

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

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

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

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

Desired Effective Semester - Please update*	Summer	Desired Effective Year - Please update*	2020

What would you like to do?*
- ⦿ Deactivate Existing Program
- ◯ Terminate Existing Program

Program Information

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

Type of Program*
- ⦿ Program
- ◯ Shared Core

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

DO NOT edit the <u>imported</u> information below.

Program Name*   Major in Real Estate

Program Type*   Bachelor

98/185

Degree Type*

Bachelor of Business Administration

Program Description*   Major in Real Estate

Program Location*

Carrollton

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Prospective Curriculum - Not Applicable *

Justification and Assessment

Rationale*   This program has had very low enrollment and low graduation rates for several years. Plus the sole faculty with a terminal degree in this field is going to retire in the next year. We will teach out currently enrolled students within the next 2 years.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

REQUIRED ATTACHMENTS

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

1.) Teach Out Plan

Examples of Teach Out Plans can be found [here](#).

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

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

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

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School/ Department - DO NOT EDIT*	Department of Marketing and Real Estate

Is this a School of Nursing Program? *	○ Yes ● No	Is this a College of Education Program?*	○ Yes ● No

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

Administrative Use Only - DO NOT EDIT

Program ID	

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

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

Teach-Out Plan for the deactivation of the Bachelor of Business Administration with a Major in Real Estate.

This program will be deactivated in summer 2020. Students will no longer be admitted into the program beginning that term (Summer 2020). The minor in Real Estate will still be available to students with an interest in Real Estate.

Students in the program will be notified of the decision to close the program through advising sessions, email notifications, and a posting on the department website. All Real Estate major classes or substitute classes will continue to be offered during a 3-4 year teach out period.

There are currently 72 declared majors in this program. 18 of these are freshmen and an additional 30 have completed less than less than 60 hours of classes. These 48 students have most probably not yet started taking their major classes and will therefore be advised to switch to another major in the College with a possible minor in Real Estate. A high priority will be placed on enabling the remaining students to complete the degree program during the 3=4 year teach out period. Advisors will provide each student with a prescribed plan for course work during this period.

There are no additional charges/expenses to students to complete this teach out plan. The one Real Estate faculty member we have is planning to retire within the next two years.

Real Estate classes will be offered on the following schedule during the teach out period, for both majors and minors –

RELE 3705 Real Estate Principles – Fall, Spring and Summer.

RELE 3701 Real Estate Marketing - Fall, Spring and Summer.

RELE 3711 Real Estate Research - Fall, Spring and Summer.

RELE 3830 Real Estate Finance – Spring.

RELE 4705 Real Estate Investment – Fall.

RELE 4706 Residential Appraisal – Fall.

RELE 4707 Income Property Appraisal. – Spring.

At this point we do not anticipate the need for course substitutions during this period. But if needed the following substitutions can be made –

RELE 3701 – Real Estate Marketing – MKTG 3801 – Art of Selling and Personal Dynamics.

RELE 3711 – Real Estate Research – MKTG 3809 - Business Research.

Addendum III

MEDT - 7452 - Multiple Literacies for School Library Media

2020-2021 Graduate New Course Request

General Information

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Desired Effective Semester*	Fall	**Desired Effective Year***	2020

Course Information

Course Prefix*	MEDT	**Course Number***	7452

Course Title*	Multiple Literacies for School Library Media

Course Type*	Media and Instructional Technology

Catalog Course Description*	This course provides an overview of the information, media, and digital literacies that form the foundation of the information specialist role of the school library media specialist.

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

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

Lec Hrs*	3

103/185

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	n/a

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

Prerequisites	none

Concurrent Prerequisites	none

Corequisites	none

Cross-listing	none

Restrictions	

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	3	**Grading***	Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?*	The School Library Media (SLM) program is updating their program and courses to align with new National School Library Standards from the American Association of School Librarians (AASL).
Student Learning Outcomes*	Students will: 1. Identify support for diverse student information needs. (GaPSC 3i; AASL 3.2) 2. Facilitate access to information in print, non-print, and digital formats. (GaPSC 3i, 3ii, 3iii; AASL 3.2, 4.1, 4.2) 3. Promote the analysis and evaluation of information for accuracy, bias, validity, relevance, and social and cultural context. (GaPSC 3i, 3iii; AASL 2.3, 3.2, 3.3, 4.2) 4. Promote digital citizenship. (GaPSC 3ii, 3iii, 5ii; AASL 2.3, 3.2, 3.3) 5. Demonstrate the ethical use of information and technology in the

communication of new messages and creation of new knowledge, as expressed in the foundational documents of the education/library profession including the Georgia Code of Ethics for Educators, the American Library Association Code of Ethics, and the Library Bill of Rights. (GaPSC 5ii; AASL 5.4)
a. Apply knowledge of legal and ethical issues; e. g., confidentiality of records, intellectual freedom, and copyright, relating to media policies and procedures.
b. Utilize tools to create bibliographic citations; e.g., APA, MLA, Chicago, for citing various formats of materials.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ◉ Library Resources are Adequate
◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

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

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

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

School/

School/
Department *   Department of Educational Technology and Foundations

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

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

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

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

MEDT 7452: Proposed Multiple Literacies for School Library Media

Instructor Information

Instructor:
Class Meeting Time & Location:
Office Location:
Office Hours:
Telephone (direct):
Online Office Hours:
Westga email:

Support for Courses

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

CourseDen D2L Home Page

D2L UWG Online Help (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or email: **online@westga.edu**

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

University Bookstore

Student Services

Center for Academic Success

678-839-6280

Distance Learning Library Services

Ingram Library Services

Accessibility Services
Call:678-839-6428 or email:
counseling@westga.edu

College of Education Vision

The College of Education at the University of West Georgia will be recognized for leading *Innovation in Teaching, Leadership, and Wellness*, with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National (American Association of School Librarians Standards and International Society for Technology) and state standards (Georgia

Professional Standards Commission) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

This course provides an overview of the information, media, and digital literacies that form the foundation of the *information specialist* role of the school library media specialist.

Credit Hours: 3
Prerequisites: N/A
Co-requisites: N/A

Texts, Readings, and Instructional Resources

Required Text(s):

TBD

Suggested Text(s):

American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library media programs*. Chicago, IL: American Library Association. (Available via UWG Ingram Library/GALILEO: eBooks on EBSCOhost. No purchase required)

American Association of School Librarians. (2018). *National school library standards for learners, school librarians, and school libraries*. Chicago, IL: American Library Association. 978-0-8389-1579-0 https://standards.aasl.org/

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on how to purchase your account.
If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account.
For additional information about this resource, and to access the "How to" guides, visit the Tk20 webpage.

Approaches to Instruction

Instruction in this course will be delivered 100% online in CourseDen.

Course Objectives and Learning Outcomes

Students will:

1. Identify support for diverse student information needs. (GaPSC 3i; AASL 3.2)
2. Facilitate access to information in print, non-print, and digital formats. (GaPSC 3i, 3ii, 3iii; AASL 3.2, 4.1, 4.2)
3. Promote the analysis and evaluation of information for accuracy, bias, validity, relevance, and social and cultural context. (GaPSC 3i, 3iii; AASL 2.3, 3.2, 3.3, 4.2)
4. Promote digital citizenship. (GaPSC 3ii, 3iii, 5ii; AASL 2.3, 3.2, 3.3)
5. Demonstrate the ethical use of information and technology in the communication of new messages and creation of new knowledge, as expressed in the foundational documents of the education/library profession including the Georgia Code of Ethics for Educators, the American Library Association Code of Ethics, and the Library Bill of Rights. (GaPSC 5ii; AASL 5.4)
   a. Apply knowledge of legal and ethical issues; e. g., confidentiality of records, intellectual freedom, and copyright, relating to media policies and procedures.
   b. Utilize tools to create bibliographic citations; e.g., APA, MLA, Chicago, for citing various formats of materials.

Assignments

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

Coursework Discussions

Each candidate will participate in discussions focusing on a module's assigned reading, resources, and activities.

Standards Evaluation

Candidates will review and evaluate K-12 English Language Arts, Social Studies, Science, and Mathematics standards/frameworks to identify the specific information, media, and digital literacy concepts embedded within them.

Reference Service Observation and Transaction Evaluation

Each candidate will identify diverse student information needs by conducting three evaluations of the reference transaction process observed through the provision of reference services by a professional librarian.

Information Search & Evaluation Lesson Plan

Each candidate will design a lesson plan to instruct learners how to effectively search for information via the open web or a specific research database and evaluate that information for accuracy, bias, validity, relevance, and social and cultural context.

Copyright and Plagiarism Reference Guide

Each candidate will create an original guide to instruct students and/or staff in the ethical use of information and technology in the communication of new messages and creation of new knowledge.

Digital Citizenship Promotional Event
Each candidate will adapt one of the following events to promote the development of digital citizenship within an elementary, middle, or high school library media program: Digital Learning Day, Teen Tober, Media Literacy Week, or Choose Privacy Week.

Multiple Literacies Resource Database
Each candidate will evaluate and select a wide variety of resources such as open educational resources (OERs), print and electronic books, curriculum, and online research databases that can be used to integrate information, media, and digital literacies into the K-12 curriculum to meet content-area standards and individual student information needs. Each candidate will curate and facilitate access to an online database of these resources for the learning community.

School Library Media Dispositions Assessment
Each candidate will complete a self-assessment of the dispositions that are essential to the school library media profession.

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

Course Policies

Attendance Policy:
Students must post in the Module 1 Discussion by the conclusion of week 1 to be considered as attending class. Students who do not post to Module 1 Discussion by the conclusion of week 1 may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Extra Credit:

Late Work:

Professional Conduct:

UWG Policies
As of July 1, 2017, "campus carry" is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the USG Campus Carry Guidance webpage. Answers to specific questions can be found under the "Additional Information" tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information

found in the **Common Language for Course Syllabi.** Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Accessibility Services. UWG also provides Accessibility Statements for Technology that you may be required to use for this course.

Communication Rules

Students are expected to check CourseDen and their UWG email accounts on a daily (M-F) basis.

Students may contact the professor directly by email, phone, and/or schedule a meeting in person or via video conference. Students will receive the fasted response via UWG email: mlewis@westga.edu.

Questions regarding assignments to which answers may benefit all course participants should be posted in the designated Q&A Forum in CourseDen.

Questions regarding technical issues encountered within CourseDen should be directed to the appropriate help desk/help center (see contact information on page 1 of this syllabus).

Network Etiquette:

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

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

Expected Response Times

Unless otherwise noted:

1. Email/voicemail/messages will be responded to within 48 hours of receipt between 1:00 p.m. and 9:00 p.m. EST Monday – Friday.

2. Assignments will be evaluated/graded within 10 days of the posted due date. Though late work may be accepted, please note that it may not be evaluated/graded within the same 10-day timeline as assignments submitted on time.

Class Schedule Information

Module	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
1			**Topic**: **Reading Assignment**:	*Drop dates:* *Add dates:* *Fee Payment Deadline (to avoid being dropped):*
2			**Topic**: **Reading Assignment**:	
3			**Topic**: **Reading Assignment**:	
4			**Topic**: **Reading Assignment**:	*Last day to withdraw with a grade of W:*
5			**Topic**: **Reading Assignment**:	
6			**Topic**: **Reading Assignment**:	

 Note: Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility

statements, privacy statements, tutorials, and other information can be found at UWG Online Student Help.

Center for Academic Success

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

Smarthinking

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

Student Services

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

Full URL Support for Courses

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https://westga.view.usg.edu/
- **D2L UWG Online Help** (8 AM – 5 PM)
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- **University Bookstore**
http://www.bookstore.westga.edu/
  - **Common Language for Course Syllabi**
    https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
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- **Center for Academic Success**
http://www.westga.edu/cas/
- **Distance Learning Library Services**
- https://www.westga.edu/library/resource-sharing.php
- **Ingram Library Services**
http://www.westga.edu/library/
  - **Proctored Exams**
    http://uwgonline.westga.edu/exams.php#student
- **Student Services**
https://uwgonline.westga.edu/online-student-guide.php
  - **UWG Accessibility Statements for Technology**
https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f

MEDT - 7454 - Promoting Children's and Young Adult Literature in the School Library Media Program

2020-2021 Graduate New Course Request

General Information

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

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

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Desired Effective Semester*	Fall	Desired Effective Year*	2020

Course Information

Course Prefix*	MEDT	Course Number*	7454

Course Title* Promoting Children's and Young Adult Literature in the School Library Media Program

Course Type* Media and Instructional Technology

Catalog Course Description* This course focuses on the reading and evaluation of Children's and Young Adult literature and information resources in a variety of formats for use within a school library program. In the role of teacher, students will evaluate, design, and engage in a variety of activities to promote the reading of children and young adult literature. In the role of instructional partner, they will collaborate with educators to reinforce literacy instruction in addressing the diverse needs and interests of all learners.

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

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

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.*** n/a

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

Prerequisites	none

Concurrent Prerequisites	none

Corequisites	none

Cross-listing	

Restrictions	

Status*	⦿ Active-Visible ◯ Inactive-Hidden

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

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

Justification and Assessment

What is the rationale for adding this course?*	The School Library Media (SLM) program is updating their program and courses to align with new National School Library Standards from the American Association of School Librarians (AASL).

Student Learning Outcomes*	Students will: 1. Evaluate Children's and YA literature and information resources in a variety of

1. Evaluate Children's and YA literature and information resources in a variety of formats that address the diverse developmental, cultural, social, and linguistic needs of all learners.(GaPSC 2i, 2ii; AASL 3.1)

2. Develop strategies to foster learner motivation to read for learning, personal growth, and enjoyment.(GaPSC 2ii; AASL 3.1)
3. Collaborate with members of the learning community to design developmentally and culturally responsive resource based learning experiences (GaPSC 2iv; AASL2.1)
4. Design strategic solutions for addressing barriers to equitable access to resources. Advocate for all learners, resources, services, policies, and procedures through networking and collaborating with the larger education and library communities. (GaPSC 3ii, 5i; AASL 2.1, 2.3, 3.2, 4.1, 5.4)
5. Demonstrate the ethical practices of the library profession, as expressed in the foundational documents of the library profession including the Georgia Code of Ethics for Educators, the American Library Association Code of Ethics, and the Library Bill of Rights. (GaPSC 5 ii; AASL 5.4)
a. Apply knowledge of legal and ethical issues; e. g., confidentiality of records, intellectual freedom, and copyright, relating to media policies and procedures.
b. Utilize tools to create bibliographic citations; e.g., APA, MLA, Chicago, for citing various formats of materials.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
⦿ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

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

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

Fee Justification n/a

Routing Information

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correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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School/ Department* | Department of Educational Technology and Foundations

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

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

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

MEDT 7454: <mark>Proposed</mark> Promoting Children's and Young Adult Literature in the School Library Media Program

Instructor Information

Instructor:
Class Meeting: 100% Online
Office Location:
Telephone (direct):

Office Hours:
Online Hours:
Westga email:

Support for courses

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

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University Bookstore

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Distance Learning Library Services

Ingram Library Services

Accessibility Services
678-839-6428

counseling@westga.edu

College of Education Vision

The College of Education at the University of West Georgia will be recognized for leading *Innovation in Teaching, Leadership, and Wellness*, with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National AASL Standards and state standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

This course focuses on the reading and evaluation of Children's and Young Adult literature and information resources in a variety of formats for use within a school library program. In the role of *teacher*, students will evaluate, design, and engage in a variety of activities to promote the reading of children and young adult literature. In the role of *instructional partner*, they will collaborate with educators to reinforce literacy instruction in addressing the diverse needs and interests of all learners. **Credit Hours:** 3

Texts, Readings, and Instructional Resources
Required Text(s): TBD

Suggested Text(s):

- American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library media programs*. Chicago, IL: American Library Association. (Available via UWG Ingram Library/GALILEO: eBooks on EBSCOhost. No purchase required)
- American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- Chance, R. (2014). *Young adult literature in action: A librarians' guide* (2nd ed.). Santa Barbara CA: Libraries Unlimited. (ISBN: 978-1-61069-244-1).
- Short, K. G., Lynch-Brown, C. & Tomlinson, C. M. (2018). *Essentials of children's literature* (9th ed.). New York: Pearson. (ISBN: 978-0-13-453259-2).
- Short, K. G., Tomlinson, C. M., Lynch-Brown, C., & Johson, H. (2015). *Essentials of young adult literature* (3rd ed.). New York: Pearson. (ISBN: 978-0-13-352227-3).
- Vardell, S. M. (2014). *Children's literature in action: A librarians' guide* (2nd ed.). Santa Barbara, CA: Libraries Unlimited. (ISBN: 978-2-62069-562-6)

Required Online Readings are listed by module in CourseDen.

Required Instructional Resource: TK20 Subscription
Please select the link to access a pdf guide on how to purchase your account.
If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account. For additional information about this resource, and to access the "How to" guides, visit the Tk20 webpage.

Required Tutorials for CourseDen: http://uwgonline.westga.edu/students.php

APPROACHES TO INSTRUCTION

Instruction in this course will be delivered 100% online. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

Course Objectives and Learning Outcomes

Students will:

1. Evaluate Children's and YA literature and information resources in a variety of formats that address the diverse developmental, cultural, social, and linguistic needs of all learners.(GaPSC 2i, 2ii; AASL 3.1)
2. Develop strategies to foster learner motivation to read for learning, personal growth, and enjoyment.(GaPSC 2ii; AASL 3.1)
3. Collaborate with members of the learning community to design developmentally and culturally responsive resource based learning experiences (GaPSC 2iv; AASL2.1)
4. Design strategic solutions for addressing barriers to equitable access to resources. Advocate for all learners, resources, services, policies, and procedures through networking and collaborating with the larger education and library communities. (GaPSC 3ii, 5i; AASL 2.1, 2.3, 3.2, 4.1, 5.4)
5. Demonstrate the ethical practices of the library profession, as expressed in the foundational documents of the library profession including the Georgia Code of Ethics for Educators, the American Library Association Code of Ethics, and the Library Bill of Rights. (GaPSC 5 ii; AASL 5.4)
    a. Apply knowledge of legal and ethical issues; e. g., confidentiality of records, intellectual freedom, and copyright, relating to media policies and procedures.
    b. Utilize tools to create bibliographic citations; e.g., APA, MLA, Chicago, for citing various formats of materials.

Assignments

Assignment directions, details, specific due dates, and expectations for each assignment can be found in Course Den.

Participation in Online Activities & Discussions

Students must participate in all assigned online activities. A variety of online communication tools such as Skype, GoToTraining, GoToMeeting, GoogleHangout and Course Den Discussion boards may be used.

There will be discussion topics posted throughout the semester that students will be expected to respond and contribute. Students are expected to log into Course Den daily.

Grading Policy:

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

Course Policies

Attendance Policy: Participation in all online components of the course is required and will be factored into the course grade.

Communication Policy: I believe communication is vital in online education! Also, I can't help you if you don't communicate there is a problem with me. I check email several times a day – you will usually get a response from me within 24 hours (more than often in a couple of hours) unless I happen to be traveling and am without wifi. **The best way to contact me is through my email:** abranyon@westga.edu**. Communication Expectations: Students are expected to check their UWG email AND Course Den email at least once a day.**

I encourage you to take advantage of the many ways to contact me in order to receive constructive feedback on your works in progress. I am very happy to discuss the work for our class at any point in the semester. Effective learning involves questions and communication. Please email me at my UWG email address: abranyon@westga.edu.

Late Work Policy: Students are expected to submit assignments on time, by 11:59 pm on due date. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor in advance. It is the student's responsibility to contact the professor ahead of due date when extenuating circumstances take place. **Points will be deducted for each day late.** Late online assignments such as DB postings will result in a loss of points from participation grade.

Plagiarism Policy: Incidents of documented plagiarism will result in **an automatic 0 (F)** for the assignment. Additional note: **TurnItIn tool will be used for submissions in this course in order to check assignments for originality and possible plagiarism. Blatant cases of plagiarism will result in the immediate assignment of a <u>failing grade for the assignment, the course, or dismissal from the program</u>.**

Writing Policy: It is important that you take your writing in this class very seriously. In addition to the criteria delineated above, structural, grammar, and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammar or mechanical errors will NOT pass. If you are not a very good writer, you will need to find a writing tutor or helper to proofread your papers. If you are concerned about your proficiency, please make use of the UWG Writing Center or a personal tutor. **Poor writing, lack of proper APA citations, or instances of plagiarism can result in point reduction or a failing grade regardless of point spread listed on the syllabus.**

Professional Conduct Policy: Respectful interaction with your colleagues, the professor, and all guest speakers is expected. You are part of a community of learners. In discussion postings please read your classmates' postings and respond thoughtfully. Students are expected to conduct themselves professionally. Acting professionally is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a face-to-face or online environment in a positive manner.
- Collaborating and working equitably with students in the class in group work.
- Actively participating in class online.
- Turning in assignments on time.
- Treating class members, colleagues, and instructor with respect in and out of the classroom.
- Eliminating interruptions in class. (This includes cell phones and disruptive behavior during class meetings or during online chats).

UWG Policies

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi.** Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Campus Carry: As of July 1, 2017, "campus carry" is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the USG Campus Carry Guidance webpage. Answers to specific questions can be found under the "Additional Information" tab.

Americans with Disabilities Act Statement: If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Accessibility Services. UWG also provides Accessibility Statements for Technology that you may be required to use for this course.

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

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

- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at UWG Online Student Help.

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online@westga.edu

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- **University Bookstore**

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

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

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

- **Center for Disability**

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

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

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

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

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

- **Proctored Exams** http://uwgonline.westga.edu/exams.php#student
- **Student Services**

https://uwgonline.westga.edu/online-student-guide.php

- **UWG Accessibility Statements for Technology**

https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDVnEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f

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

- **Accessibility Services**

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

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http://uwgonline.westga.edu/online-student-guide.php

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MEDT - 8468 - The Instructional Leadership Role of the SLMS

2020-2021 Graduate New Course Request

General Information

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Desired Effective Semester*	Fall	Desired Effective Year*	2020

Course Information

Course Prefix*	MEDT	Course Number*	8468

Course Title*	The Instructional Leadership Role of the SLMS

Course Type*	Media and Instructional Technology

Catalog Course Description*	This course prepares candidates to provide visionary instructional leadership in library media at the district level. Candidates will engage in the long range planning process to develop an effective school library program that advances student achievement in multiple literacies across the PK-12 curriculum.

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

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

Lec Hrs*   3

| Lec Hrs* | 3 |

| Lab Hrs* | 0 |

| Credit Hrs* | 3 |

| Can a student take this course multiple times, each attempt counting separately toward graduation?* | ☐ Yes ☑ No | If yes, indicate maximum number of credit hours counted toward graduation.* | n/a |

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

| Prerequisites | n/a |

| Concurrent Prerequisites | n/a |

| Corequisites | n/a |

| Cross-listing | |

| Restrictions | |

| Status* | ⦿ Active-Visible   ○ Inactive-Hidden |

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

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

Justification and Assessment

| What is the rationale for adding this course?* | The School Library Media (SLM) program is updating their program and courses to align with new National School Library Standards from the American Association of School Librarians (AASL). |

| Student Learning Outcomes* | Students will:

1. Investigate current learning theories and draw upon these theories to develop long-range instructional plans. (GaPSC 1i; NBPTS I, II, IV)

2. Utilize evidence-based practices to identify strengths and weaknesses in a PK-12 library media instructional program. (GaPSC 3iv; NBPTS IV)

3. Demonstrate a broad and comprehensive knowledge of the PK-12 curriculum |

126/185

3. Demonstrate a broad and comprehensive knowledge of the PK-12 curriculum through the design of a PK-12 scope and sequence of instruction that:
● places students at the center of the learning process

● aligns to the AASL Standards Framework for Learners and applicable grade level and subject area content standards
● coordinates the collaborative planning, teaching, and assessment of interdisciplinary units of study for each grade level
● addresses district mission and vision, district strategic plan and initiatives, and school site improvement plans
● applies current learning theories
● addresses differentiated and appropriate levels of scaffolding to increase or extend each student's knowledge base
● addresses the special educational needs of diverse learners
(GaPSC 1i-iv, 4iii, 4iv, 5iv; NBPTS I, II, IV)

4. Demonstrate the ethical practices of the education/library profession, as expressed in the foundational documents of the education/library profession including the Georgia Code of Ethics for Educators, the American Library Association Code of Ethics, and the Library Bill of Rights. (GaPSC 5ii; NBPTS VIII)
a. Apply knowledge of legal and ethical issues; e. g., confidentiality of records, intellectual freedom, and copyright, relating to media policies and procedures.
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REQUIRED ATTACHMENTS

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Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*   ⦿ Library Resources are Adequate

                ◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*   40

Will this course have special fees or tuition required?*   ☐ Yes   ☑ No | **If yes, what will the fee be?***   n/a

Fee Justification   n/a

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School/Department*	Department of Educational Technology and Foundations

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

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MEDT 8468: <mark>Proposed</mark> The Instructional Leadership Role of the School Library Media Specialist

Instructor Information

Instructor:
Class Meeting Time & Location:
Office Location:
Office Hours:
Telephone (direct):
Online Office Hours:
Westga email:

Support for Courses

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

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College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National (American Association of School Librarians Standards and National Board for Professional Teaching Standards in Library Media)

and state standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

This course prepares candidates to provide visionary instructional leadership in library media at the district level. Candidates will engage in the long range planning process to develop an effective school library program that advances student achievement in multiple literacies across the PK-12 curriculum.

Credit Hours: 3
Prerequisites: N/A
Co-requisites: N/A

Texts, Readings, and Instructional Resources

Required Text(s):

TBD

Suggested Text(s):

American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library media programs*. Chicago, IL: American Library Association. (Available via UWG Ingram Library/GALILEO: eBooks on EBSCOhost. No purchase required)

American Association of School Librarians. (2018). *National school library standards for learners, school librarians, and school libraries.* Chicago, IL: American Library Association. 978-0-8389-1579-0 https://standards.aasl.org/

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on how to purchase your account.
If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account.
For additional information about this resource, and to access the "How to" guides, visit the Tk20 webpage.

Approaches to Instruction

Instruction in this course will be delivered 100% online in CourseDen.

Course Objectives and Learning Outcomes

Students will:

1. Investigate current learning theories and draw upon these theories to develop long-range instructional plans. (GaPSC 1i; NBPTS I, II, IV)

2. Utilize evidence-based practices to identify strengths and weaknesses in a PK-12 library media instructional program. (GaPSC 3iv; NBPTS IV)

3. Demonstrate a broad and comprehensive knowledge of the PK-12 curriculum through the design of a PK-12 scope and sequence of instruction that:
   - places students at the center of the learning process
   - aligns to the *AASL Standards Framework for Learners* and applicable grade level and subject area content standards
   - coordinates the collaborative planning, teaching, and assessment of interdisciplinary units of study for each grade level
   - addresses district mission and vision, district strategic plan and initiatives, and school site improvement plans
   - applies current learning theories
   - addresses differentiated and appropriate levels of scaffolding to increase or extend each student's knowledge base
   - addresses the special educational needs of diverse learners
   (GaPSC 1i-iv, 4iii, 4iv, 5iv; NBPTS I, II, IV)

4. Demonstrate the ethical practices of the education/library profession, as expressed in the foundational documents of the education/library profession including the Georgia Code of Ethics for Educators, the American Library Association Code of Ethics, and the Library Bill of Rights. (GaPSC 5ii; NBPTS VIII)
   a. Apply knowledge of legal and ethical issues; e. g., confidentiality of records, intellectual freedom, and copyright, relating to media policies and procedures.
   b. Utilize tools to create bibliographic citations; e.g., APA, MLA, Chicago, for citing various formats of materials.

Assignments

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

1. Coursework Discussions

2. Review/Analysis of Current Learning Theories
3. Analysis of a PK-12 Instructional Program/School Library Media Program
4. PK-12 Scope and Sequence of Instruction for Library Media

Grading Information and Policy

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

Course Policies

Attendance Policy:

Students must post in the Module 1 Discussion by the conclusion of week 1 to be considered as attending class. Students who do not post to Module 1 Discussion by the conclusion of week 1 may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Extra Credit:

Late Work:

Professional Conduct:

UWG Policies

As of July 1, 2017, "campus carry" is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the USG Campus Carry Guidance webpage. Answers to specific questions can be found under the "Additional Information" tab.

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Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Accessibility Services. UWG also provides Accessibility Statements for Technology that you may be required to use for this course.

Communication Rules

Students are expected to check CourseDen and their UWG email accounts on a daily (M-F) basis.

Students may contact the professor directly by email, phone, and/or schedule a meeting in person or via video conference. Students will receive the fasted response via UWG email: mlewis@westga.edu.

Questions regarding assignments to which answers may benefit all course participants should be posted in the designated Q&A Forum in CourseDen.

Questions regarding technical issues encountered within CourseDen should be directed to the appropriate help desk/help center (see contact information on page 1 of this syllabus).

Network Etiquette:

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

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

Expected Response Times

Unless otherwise noted:

1. Email/voicemail/messages will be responded to within 48 hours of receipt between 1:00 p.m. and 9:00 p.m. EST Monday – Friday.

2. Assignments will be evaluated/graded within 10 days of the posted due date. Though late work may be accepted, please note that it may not be evaluated/graded within the same 10-day timeline as assignments submitted on time.

Class Schedule Information

Module	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **

1			**Topic**: **Reading Assignment**:	*Drop dates:* *Add dates:* *Fee Payment Deadline (to avoid being dropped):*
2			**Topic**: **Reading Assignment**:	
3			**Topic**: **Reading Assignment**:	
4			**Topic**: **Reading Assignment**:	*Last day to withdraw with a grade of W:*
5			**Topic**: **Reading Assignment**:	
6			**Topic**: **Reading Assignment**:	

 **Note: Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at UWG Online Student Help.

Center for Academic Success

The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and

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

Smarthinking

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

Student Services

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

Full URL Support for Courses

- **CourseDen D2L Home Page**
https://westga.view.usg.edu/
- **D2L UWG Online Help** (8 AM – 5 PM)
https://westga.view.usg.edu/d2l/login
- **24/7/365 D2L Help Center**
https://d2lhelp.view.usg.edu/
- **University Bookstore**
http://www.bookstore.westga.edu/
- **Common Language for Course Syllabi**
https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
- **UWG Cares**
http://www.westga.edu/UWGCares/
- **Center for Disability**
https://www.westga.edu/student-services/counseling/accessibility-services.php

- **Student Services**
http://uwgonline.westga.edu/online-student-guide.php
- **Center for Academic Success**
http://www.westga.edu/cas/
- **Distance Learning Library Services**
- https://www.westga.edu/library/resource-sharing.php
- **Ingram Library Services**
http://www.westga.edu/library/
- **Proctored Exams**
http://uwgonline.westga.edu/exams.php#student
- **Student Services**
https://uwgonline.westga.edu/online-student-guide.php
- **UWG Accessibility Statements for Technology**
https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f

MEDT - 8470 - Action Research for School Library Media

2020-2021 Graduate New Course Request

General Information

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

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

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

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

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

Desired Effective Semester*	Fall	**Desired Effective Year***	2020

Course Information

Course Prefix*	MEDT	**Course Number***	8470

Course Title*	Action Research for School Library Media

Course Type*	Media and Instructional Technology

Catalog Course Description*	This course explores current issues and trends in school library media services and programs through action research.

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

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

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No		**If yes, indicate maximum number of credit hours counted toward graduation.***	n/a

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

Prerequisites	n/a

Concurrent Prerequisites	n/a

Corequisites	n/a

Cross-listing	n/a

Restrictions	n/a

Status*	⦿ Active-Visible ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	2		**Grading***	Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?*	The School Library Media (SLM) program is updating their program and courses to align with new National School Library Standards from the American Association of School Librarians (AASL).
Student Learning Outcomes*	Students will: 1. Identify trends and issues that impact the school library profession. (GaPSC 4ii; NBPTS III, IV) 2. Conduct action research to collect data and create and share new knowledge to improve practice in school libraries. (GaPSC 3iv, 4ii; NBPTS III, IV, X) 3. Demonstrate the ethical practices of the library profession, as expressed in the foundational documents of the library profession including the Georgia Code of Ethics for Educators, the American Library Association Code of Ethics, and the Library Bill of Rights. (GaPSC 5ii; NBPTS VIII)

a. Apply knowledge of legal and ethical issues; e. g., confidentiality of records, intellectual freedom, and copyright, relating to media policies and procedures.

b. Utilize tools to create bibliographic citations; e.g., APA, MLA, Chicago, for citing various formats of materials.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ● I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ● Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

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

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

Fee Justification n/a

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department* Department of Educational Technology and Foundations

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

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

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

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

MEDT 8470: <mark>Proposed</mark> Action Research for School Library Media

Instructor Information

Instructor:
Class Meeting Location: 100% online
Office Location:
Telephone (direct):
Telephone (department): (678) 839-5259

Office Hours:
Online Hours:
Westga email:
Twitter:

Support for Courses

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

CourseDen D2L Home Page

D2L UWG Online Help (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or email: **online@westga.edu**

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

University Bookstore

Student Services

Center for Academic Success
678-839-6280

Distance Learning Library Services

Ingram Library Services

Accessibility Services
678-839-6428

counseling@westga.edu

College of Education Vision

The College of Education at the University of West Georgia will be recognized for leading *Innovation in Teaching, Leadership, and Wellness*, with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National NBPTS Standards and state standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

This course explores current issues and trends in school library media services and programs through action research. **Credit Hours:** 3

Texts, Readings, and Instructional Resources

Required Text(s): TBD

Suggested Text(s):
- American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library media programs*. Chicago, IL: American Library Association. (Available via UWG Ingram Library/GALILEO: eBooks on EBSCOhost. No purchase required)

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Required Online Readings are listed by module in Course Den

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on how to purchase your account.
If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account. For additional information about this resource, and to access the "How to" guides, visit the Tk20 webpage.

Approaches to Instruction

Instruction in this course will be delivered 100% online. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

Course Objectives and Learning Outcomes

Students will:
1. Identify trends and issues that impact the school library profession. (GaPSC 4ii; NBPTS III, IV)
2. Conduct action research to collect data and create and share new knowledge to improve practice in school libraries. (GaPSC 3iv, 4ii; NBPTS III, IV, X)

3. Demonstrate the ethical practices of the library profession, as expressed in the foundational documents of the library profession including the Georgia Code of Ethics for Educators, the American Library Association Code of Ethics, and the Library Bill of Rights. (GaPSC 5ii; NBPTS VIII)
   a. Apply knowledge of legal and ethical issues; e. g., confidentiality of records, intellectual freedom, and copyright, relating to media policies and procedures.
   b. Utilize tools to create bibliographic citations; e.g., APA, MLA, Chicago, for citing various formats of materials.

Assignments

Assignments directions, details, specific due dates, and expectations for each assignment can be found in Course Den.

Participation in Online Activities & Discussions
Students must participate in all assigned online activities. A variety of online communication tools such as Skype, GoToTraining, GoToMeeting, GoogleHangout and Course Den Discussion boards may be used. There will be discussion topics posted throughout the semester to which students will be expected to respond and contribute. Students are expected to log into Course Den daily.

Assignments & Grading Information

Activity	Points	Type of Assessment
Assessment of School Library Media Landscape Assignment	100	Rubric

Action Research Project
  a. Defining Area of Concern (100 pts)
  b. Plan (100 pts)
  c. Collecting Data (100 pts)
  d. Analyzing & Interpreting Data (100 pts)
  e. Reporting Results (100 pts)
  f. Taking Action (100 pts)
	600 total	Rubric

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

If the field wants practitioners to do research and not just be consumers of research, then there needs to be continued discussion of how research methods courses in LIS master's degree programs can generate research practitioners, not just research consumers. Nicole D. Alemanne

Course Policies

Attendance Policy: Participation in all online components of the course is required and will be factored into the course grade.

Communication Policy: I believe communication is vital in online education! Also, I can't help you if you don't communicate there is a problem with me. I check email several times a day – you will usually get a response from me within 24 hours (more than often in a couple of hours) unless I happen to be traveling and am without wifi. **The best way to contact me is through my email:** mjohnston@westga.edu**. Communication Expectations: Students are expected to check their UWG email AND Course Den email at least once a day.**

I encourage you to take advantage of the many ways to contact me in order to receive constructive feedback on your works in progress. I am very happy to discuss the work for our class at any point in the semester. Effective learning involves questions and communication. When asking course related questions please post to the appropriate course website discussion area. Several others may have the same question. Answering the question in a public forum assures that each student is receiving the same information and instruction. I will also communicate important class information via Course Den News so please check the site regularly for such information. Timely information will be accompanied by email announcement to assure you are informed.

Late Work Policy: Students are expected to submit assignments on time, by 11:59 pm on due date. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor in advance. It is the student's responsibility to contact the professor ahead of due date when extenuating circumstances take place. **10% penalty will be deducted for each day late.** Late online assignments such as DB postings will result in a loss of points from participation grade.

Assignment Submission Policies: Free MS software is available to UWG students (https://www.westga.edu/its/microsoft-campus-agreement.php) – all assignments are to be submitted as MS Word docs unless otherwise noted in assignment directions. Students are to put their name on all submitted work. **Failure to put your name on submitted assignments will result in a 10 point deduction.**

Plagiarism Policy: Incidents of documented plagiarism will result in **an automatic 0 (F)** for the assignment. Additional note: **TurnItIn tool will be used for submissions in this course in order to check assignments for originality and possible plagiarism. Blatant cases of plagiarism will result in the immediate assignment of a <u>failing grade for the assignment, the course, or dismissal from the program</u>.**

Writing Policy: It is important that you take your writing in this class very seriously. In addition to the criteria delineated above, structural, grammar, and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammar or mechanical errors will NOT pass. If you are not a very good writer, you will need to find a writing tutor or helper to proofread your papers. If you are concerned about your proficiency, please make use of the UWG Writing Center or a personal tutor. **Poor writing, lack of proper APA citations, or**

instances of plagiarism can result in point reduction or a failing grade regardless of point spread listed on the syllabus.

Professional Conduct Policy: Respectful interaction with your colleagues, the professor, and all guest speakers is expected. You are part of a community of learners. In discussion postings please read your classmates' postings and respond thoughtfully. Students are expected to conduct themselves professionally. Acting professionally is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a face-to-face or online environment in a positive manner.
- Collaborating and working equitably with students in the class in group work.
- Actively participating in class online.
- Turning in assignments on time.
- Treating class members, colleagues, and instructor with respect in and out of the classroom.
- Eliminating interruptions in class. (This includes cell phones and disruptive behavior during class meetings or during online chats).

Students who display a lack of professionalism will be contacted by the instructor immediately after the violation takes place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

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online@westga.edu
- **24/7/365 D2L Help Center**

https://d2lhelp.view.usg.edu/
- **University Bookstore**

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

http://www.westga.edu/UWGCares/
- **Center for Disability**

https://www.westga.edu/student-services/counseling/accessibility-services.php
- **Student Services**
  http://uwgonline.westga.edu/online-student-guide.php
- **Center for Academic Success**

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

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

http://www.westga.edu/library/
- **Proctored Exams**
  http://uwgonline.westga.edu/exams.php#student
- **Student Services**

https://uwgonline.westga.edu/online-student-guide.php
- **UWG Accessibility Statements for Technology**

https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f

ANTH - 6881 - Independent Study in Anthropology

2020-2021 Graduate New Course Request

General Information

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

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

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

Desired Effective Semester*	Fall		Desired Effective Year*	2020

Course Information

Course Prefix*	ANTH		Course Number*	6881

Course Title*	Independent Study in Anthropology

Course Type*	Anthropology

Catalog Course Description*	Title and description of the type of independent study to be offered will be specified on the variable credit form at time of registration. May be repeated for up to 8 hours for credit.

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

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

Lec Hrs*	1-4

Lab Hrs*	0

Credit Hrs*	1-4

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☑ Yes ☐ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	8

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

Prerequisites	

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	◉ Active-Visible ○ Inactive-Hidden

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

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

Justification and Assessment

What is the rationale for adding this course?*	We want to be more flexible in serving graduate students through individualized instruction.

Student Learning Outcomes*	These will vary, depending on the course

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the

Proposal Toolbox and clicking ⊕ in the top right corner.

1.) Syllabus

4.) Syllabus

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

Syllabus* ◉ I have attached the REQUIRED syllabus.	

Resources and Funding

Planning Info*	◉ Library Resources are Adequate
	○ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	0-5

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	0

Fee Justification	

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department*	Department of Anthropology

Is this a School of Nursing course?*	○ Yes ◉ No	**Is this a College of Education course?***	○ Yes ◉ No

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

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

ANTH 6881 Independent Study in Anthropology

Hours: Variable from 1-4

Requirements: To be discussed between the student and professor, and will minimally include readings and written assignments.

Learning Outcomes:
This course will require mastery of at least one of the Anthropology Program Learning Outcomes:

1. To demonstrate a broad base of anthropological knowledge.
2. To compare the diversity of cultural practices through time and space.
3. To analyze anthropological topics through oral and written communication.
4. To collect and assess data using anthropological methods.

Speech Language Pathology, M.Ed.

2020-2021 Graduate Revise Program Request

Introduction

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

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

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

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

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

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

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

If other, please identify.	Program admissions criteria

Desired Effective Semester*	Summer	**Desired Effective Year***	2020

Program Information

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

Type of Program * ⦿ Program

⦾ Shared Core

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

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

Program Name
Program Description

Program Name*	Speech Language Pathology, M.Ed.

Program ID - DO NOT EDIT*	2808

Program Code - DO NOT EDIT	

Program Type*	Master's

Degree Type*	Master of Education

Program Description* Applicants are accepted for the summer term only.

For admission to the graduate program in speech-language pathology, the applicant must have:

Undergraduate GPA of 3.0 or better

GACE Program Admission Assessment or exemption. Exemption scores are as follows:
• SAT exemptions on score reports dated PRIOR to 7/1/19: minimum combined Critical Reading/Verbal and Mathematics score of 1000 OR Evidence Based Reading/Writing and Mathematics (from new SAT administered March 2016 forward) score of 1000
• SAT exemptions on score reports dated ON or AFTER 7/1/19: minimum combined Evidence Based Reading/Writing and Mathematics score of 1080
• GRE exemption: minimum combined verbal and quantitative score of 297
• ACT exemption: minimum combined English and mathematics score of 43

GRE scores: Combined score (Verbal + Quantitative) of 284 or higher; Writing score of 2.5 or higher

Three strong letters of recommendation from professional references

Interview with speech-language pathology faculty by invitation only

Personal Statement/Essay

Clear criminal background check

Students with undergraduate majors other than speech-language pathology must complete the undergraduate prerequisite course sequence or equivalent

before being admitted to the graduate program in speech-language pathology. Additional requirements may be incurred as the program of study is planned.

Status * ● Active-Visible ○ Inactive-Hidden

Program Location * | Carrollton |

Curriculum Information

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

First, delete the course from the core it is associated within the *curriculum schema* tab.

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

Step 2 - Adding New Courses

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to

add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Prospective Curriculum*

Prerequisites (A,B)

SLPA 3790 Introduction to Clinical Practicum: Observation 3 SLPA 3702 Speech & Language Acquisition 3 SLPA 3703 Phonetics 3 SLPA 3704 Anatomy & Phys. of Speech & Hearing 3 SLPA 3705 Speech and Hearing Science 3 SLPA 3760 Articulation & Phonological Disorders 3 SLPA 4701 Language Disorders in Children 3 SLPA 4703 Introduction to Audiology 3 Total Prerequisites 24

Plan of Study (A,B)

SLPA 6701 Stuttering: Theory and Research

SLPA 6702 Voice and Resonance Disorders

SLPA 6704 Assessment and Treatment of Neurogenic Communication Disorders

SLPA 6707 Aural Habilitation and Rehabilitation

SLPA 6708 Advanced Articulation and Phonological Disorders

SLPA 6711 Assessment & Treatment of Communication & Swallowing Disorders in a Global Society

SLPA 6713 Neuroanatomy and Neurophysiology of Speech, Language, Hearing, and Swallowing

SLPA 6740 Motor Speech Disorders

SLPA 6741 Evaluation and Treatment of Dysphagia

SLPA 6760 Auditory Disorders

SLPA 6779 Current Trends and Issues in Speech-Language Pathology

SLPA 6784 Research Methods in Speech-Language Pathology

SLPA 6790 Clinical Practicum and Methods in Speech-Language Pathology I

[Right] (F)

SLPA 6791 Clinical Practicum and Methods in Speech-Language Pathology II

[Right] (F)

SLPA 6792 Clinical Practicum and Methods in Speech-Language Pathology III

[Right] (F)

154/185

SLPA 6761 Methods of Clinical Management

SLPA 6794 Medical Externship in Speech-Language Pathology
[Right] (F)
SLPA 6796 School Internship: Speech-Language Pathology
[Right] (F)
SLPA 7720 Language Disorders and Literacy

Elective (May be repeated for credit) (D)

SLPA 6785 Special Topics in Speech-Language Pathology
[Right] (D)

Total Program (C) 63

(A) A grade of C or better is required in courses in these sections. (B) Substitutions must be approved by advisor. (C) 63 Hour Program (6 semesters plus comprehensive examination as part of summative assessment one semester prior to graduation): for students with an undergraduate degree in speech-language pathology. (D) This special topics course may be required for remediation and/or an opportunity to gain additional experiences. (E) ALL ASHA math and science requirements must be satisfied prior to submitting an application for the comprehensive examination. ASHA Standard IV-A: The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences. Implementation: Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand- alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas. (F) Internship and Externship assignments are only approved for "regional sites" to comply with "on campus" meeting requirements. No "distance learning" courses will be approved for these semesters.

Justification and Assessment

Rationale* The CSD program is proposing to change the GRE (combined Verbal and Quantitative) admissions requirement from "297 or higher" to "284 or higher"; and the writing score from "3.5" to "2.5". The rationale for this change is to capture a pool of applicants that is similar to what the program has been receiving in the past few years.

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

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program*
- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☐ Change in credit hours required to complete the program
- ☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

plan.

Please download the assessment template from here complete, and upload.

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

Assessment Plan*	☐ I have attached the Assessment Plan.
	☑ N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department - DO NOT EDIT*	Department of Communication Sciences and Professional Counseling

Is this a School of Nursing Program?*	○ Yes ● No	**Is this a College of Education Program?***	● Yes ○ No

Is Senate Review required?*	● Yes
	○ No

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

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

Addendum IV

UWG Undergraduate Catalog
Modification of Admission, Transfer Students

Rationale:
This policy change is an attempt to clarify whom the regionally accrediting bodies are and clarify the definition on a non-traditional learner. This is also to clarify who could consider admission for non-traditional transfer students.

PROPOSED MODIFIED VERSION

Transfer Students

A transfer applicant is one who has been enrolled in any regionally accredited college or university (eg. SACS COC, MSCHE, NEASC CIE, NEASC CTCI, NCA CASI, NCACS HLC, NWCCU, WASC ACCJC, WASC ACS, WASC ACSCU.) All previous college attendance must be reported at the time of application. Those who have earned fewer than 45 quarter hours/30 semester hours of transferable work or the equivalent will be asked to comply with both freshman and transfer requirements for admission (see freshman requirements for additional details).

A transfer applicant should request the Registrar of each college or university they have attended to send a transcript to the Office of Admissions. Credits from one former institution appearing on the transcript of another institution can neither be officially evaluated for admission nor accepted for credit until a transcript has been received from the institution originating the credit. Transfer students will be considered for admission on the basis of their previous college records:

1. They must have a minimum cumulative grade point average of 2.0 in all transferable college work attempted (non-traditional transfer students with greater than 45 quarter hours/30 semester hours of transferable work [link to: https://www.westga.edu/admissions/adult-learners.php] may be considered with a lower GPA by the Director of Undergraduate Admissions on a case-by-case basis in order to determine their ability to be successful).
2. Students not meeting the minimum GPA requirement may be admitted if they hold an associate degree in a college transfer program from an accredited college and if they have not attempted any college coursework since completing the associate degree.
3. Students must be in good social and academic standing at their former institutions. Students who have been away from high school for less than five years must have completed all RHSC deficiencies and/or Learning Support requirements prior to being admissible and show both English and math proficiency through course credit. Students who have been away from high school for greater than five years may prove proficiency in English, Reading, and Math either through placement testing, valid SAT/ACT scores (less than seven years old), or completion of college coursework. Transfer students from an out-of-state institution may also prove proficiency via the placement test on a case by case basis. Please contact the Admissions Office for further policy details.

4. Admission acceptance by the Office of Admission does not guarantee admission to a specific program or department.

PROPOSED REVISED VERSION

Transfer Students

A transfer applicant is one who has been enrolled in any regionally accredited college or university (eg. SACS COC, MSCHE, NEASC CIE, NEASC CTCI, NCA CASI, NCACS HLC, NWCCU, WASC ACCJC, WASC ACS, WASC ACSCU.) All previous college attendance must be reported at the time of application. Those who have earned fewer than 45 quarter hours/30 semester hours of transferable work or the equivalent will be asked to comply with both freshman and transfer requirements for admission (see freshman requirements for additional details).

A transfer applicant should request the Registrar of each college or university they have attended to send a transcript to the Office of Admissions. Credits from one former institution appearing on the transcript of another institution can neither be officially evaluated for admission nor accepted for credit until a transcript has been received from the institution originating the credit. Transfer students will be considered for admission on the basis of their previous college records:

1. They must have a minimum cumulative grade point average of 2.0 in all transferable college work attempted (non-traditional transfer students [link to: https://www.westga.edu/admissions/adult-learners.php] may be considered with a lower GPA by the Director of Undergraduate Admissions on a case-by-case basis in order to determine their ability to be successful).

2. Students not meeting the minimum GPA requirement may be admitted if they hold an associate degree in a college transfer program from an accredited college and if they have not attempted any college coursework since completing the associate degree.

3. Students must be in good social and academic standing at their former institutions. Students who have been away from high school for less than five years must have completed all RHSC deficiencies and/or Learning Support requirements prior to being admissible and show both English and math proficiency through course credit. Students who have been away from high school for greater than five years may prove proficiency in English, Reading, and Math either through placement testing, valid SAT/ACT scores (less than seven years old), or completion of college coursework. Transfer students from an out-of-state institution may also prove proficiency via the placement test on a case by case basis. Please contact the Admissions Office for further policy details.

4. Admission acceptance by the Office of Admission does not guarantee admission to a specific program or department.

Addendum V

Undergraduate Catalog:
Modification of Academic Policies, Academic Renewal
Location in catalog: Page 62-63 (print)

Rationale for proposed change:

The University of West Georgia did not update our policy to align with the USG's academic renewal policy change in 2016. As such, we are the only Research Level Two institution in the state that requires an absence of five years. All other comprehensive universities, our major competitors in the research level, and our major competitors in the state have chosen to help students achieve their goals by reflecting the new three year renewal standard set by the USG. In addition, unlike our peers, UWG does not apply renewal automatically to transfer students to help with admission and enrollment. Further, UWG is the only comprehensive tier institution that states if Academic Renewal status is approved, no transfer credit will be granted for course work completed during the student's period of absence. UWG is also the only school that specifies that a student who has been suspended or dismissed from UWG and has attended one or more System institutions during the period of suspension or dismissal will not be eligible for Academic Renewal. This change will take place under Academic Renewal, page 62 in our Undergraduate Catalog.

It was requested that we mimic the Academic Renewal Policy from Georgia Southern University for readability and comprehension.

Proposed Changes:
- Change Academic Renewal policy to align with USG and peer policies
- Change the current Period of Absence to three years, from five years, for all students eligible for Academic Renewal
- Allow suspended or dismissed students, who attended another institution during their period of absence, to apply for Academic Renewal at UWG after the three year Period of Absence
- Transfer students who are granted Academic Renewal for eligible coursework can receive transfer credit for any courses completed during the Period of Absence in alignment with institutional transfer policies
- When appropriate, UWG, as part of the admission process, will begin to automatically apply Academic Renewal to eligible transfer credits

PROPOSED MODIFIED VERSION

Academic Renewal Policy

The Academic Renewal Policy allows ~~the University of West Georgia degree-seeking~~ students ~~who earned less than a 2.00 cumulative grade point average at the University of West Georgia~~ who are enrolled in a University System of Georgia (USG) institution to have ~~one opportunity to make~~ a fresh start if they have had academic difficulties in the past.

Requirements for Eligibility

- Current or former students must apply for Academic Renewal by contacting the Enrollment Services Center. New students must contact the Office of Undergraduate Admissions.

- Students must apply for Academic Renewal, if they choose this option, by the end of their third semester of enrollment or by the end of one calendar year from enrollment or re-enrollment, whichever comes first.
- Academic Renewal may be granted only once by a USG college or university.
- Students must have experienced their academic difficulties at the University of West Georgia or be a transfer student from a regionally accredited institution of higher education to be eligible for Academic Renewal.

About the Policy

1. Students must apply for Academic Renewal.
1.2. All previously attempted coursework continues to be recorded on the student's official transcript.

2 3. An Academic Renewal Grade Point Average is begun when the student resumes taking coursework following the three five year period of absence once Academic Renewal has been granted. The institution will place a statement on the student's transcript indicating the Academic Renewal status and the beginning of a separate Academic Renewal GPA in addition to an overall UWG GPA.

3. 4. The Academic Renewal GPA will be used for determining academic standing and eligibility for graduation. At least 50% (60 hours) of course work must be completed after the granting of academic renewal for a student to be eligible for graduation with honors.

4. 5. Academic credit for previously completed coursework - including transfer coursework- will be retained only for courses in which an 'A', 'B', 'C', or 'S' grade was earned. Retained grades are not calculated in the Academic Renewal GPA, but are counted in Academic Renewal hours earned.

5. Transfer credit
A. Suspended/dismissed students: a student who has been suspended or dismissed from UWG and has attended one or more System institutions during the period of suspension or dismissal will not be eligible for Academic Renewal.

AB. Non-suspended/dismissed students: a student who has not been suspended or dis-missed from UWG, but who has been absent from UWG five years or more and who has attended a school other than UWG may choose only one of the following options:
• A student may return to UWG subject to all relevant transfer and reentry policies. No renewal GPA is calculated and transfer credit will be granted for applicable courses taken during the absence, or
• A student may apply for Academic Renewal. If Academic Renewal status is approved, no transfer credit will be granted for course work completed during the absence.

5.1. To earn a degree, a student must meet the University of West Georgia's residency requirements. UWG will apply the retained hours earned prior to Academic Renewal toward the residency requirement.

2. All remaining courses for the current degree objective must be completed at UWG. No transient credit will be accepted.

6.3. A student can be granted Academic Renewal status only once.

7. 4. Any previous notation of academic probation, suspension, and dismissal will remain recorded on the student's transcript.

8. 5. A student re-enrolling after an absence of three five or more years must apply for Academic Renewal within three semesters of enrollment or within one calendar year, whichever comes first.

9. 6. The Academic Renewal GPA begins with the first term following re-enrollment.

Undergraduate Academic Policies

10. 7. Admission or re-entry into any specific degree program (such as teacher education, nursing, business majors, selected majors in the College of Arts and Humanities, Science and Mathematics, and Social Sciences) is not automatic. Admission criteria for specific programs are determined by the department where the program is housed.

11. 8. The granting of Academic Renewal does not supersede financial aid policies regarding Satisfactory Academic Progress.

12. 9. United States and Georgia history and constitution requirements and Regents' Test scores met prior to the granting of academic renewal will remain on the student's transcript even though the courses may not count in the Academic Renewal GPA or Academic Renewal hours earned.

13. 10. Students desiring to enroll in a major offered by the College of Education must submit a letter explaining why they should be considered for Academic Renewal along with the Academic Renewal application.

Readmitted students

- Readmitted students must be absent from The University of West Georgia for three (3) years, the required period of absence.

- The period of absence is calculated based on the period of time between the date of last enrollment at The University of West Georgia and the date of return to The University of West Georgia.

- Only coursework completed prior to the period of absence may be considered for Academic Renewal. If Academic Renewal is granted, all coursework completed prior to the period of absence will be renewed.

- Students may attend other institutions during the period of absence; however, that coursework will not be eligible for Academic Renewal and will be used to determine admissibility to The University of West Georgia. Transfer credit for any coursework taken during the period of absence shall be granted in accordance with the prevailing USG and West Georgia policies and procedures regarding the awarding of transfer credit.

Transfer students

- Students who previously attended a USG institution or any regionally-accredited institution of higher education and transfer to The University of West Georgia may be eligible for Academic Renewal for coursework taken three (3) or more years prior to the term of enrollment at The University of West Georgia.

- If Academic Renewal is granted, all coursework completed three (3) years prior to the term of enrollment at The University of West Georgia will be renewed. Courses taken less than three (3) years prior to the term of enrollment at The University of West Georgia are ineligible for consideration for Academic Renewal and will be utilized to determine admissibility, as outlined in the General Admission Policies section of the undergraduate catalog.

PROPOSED REVISED VERSION

Academic Renewal Policy

The Academic Renewal Policy allows students who are enrolled in a University System of Georgia (USG) institution to have a fresh start if they have had academic difficulties in the past.

Requirements for Eligibility

- Current or former students must apply for Academic Renewal by contacting the Office of the Registrar. New students must contact the Office of Undergraduate Admissions.

- Students must apply for Academic Renewal, if they choose this option, by the end of their third semester of enrollment or by the end of one calendar year from enrollment or re-enrollment, whichever comes first.

- Academic Renewal may be granted only once by a USG college or university.

- Students must have experienced their academic difficulties at the University of West Georgia or be a transfer student from a regionally accredited institution of higher education to be eligible for Academic Renewal.

About the Policy

1. All previously attempted coursework continues to be recorded on the student's official transcript.

2. An Academic Renewal Grade Point Average begins when the student resumes taking coursework following the three-year period of absence once Academic Renewal has been granted. The institution will place a statement on the student's transcript indicating the Academic Renewal status and the beginning of a separate Academic Renewal GPA in addition to an overall UWG GPA.

3. The Academic Renewal GPA will be used for determining academic standing and eligibility for graduation. At least 50% (60 hours) of course work must be completed after the granting of academic renewal for a student to be eligible for graduation with honors.

4. Academic credit for completed coursework during the period of absence - including transfer coursework - will be retained only for courses in which an 'A', 'B', 'C', or 'S' grade was earned. Retained grades are not calculated in the Academic Renewal GPA, but are counted in Academic Renewal hours earned.

5. To earn a degree, a student must meet the University of West Georgia's residency requirements. UWG will apply the retained hours earned prior to Academic Renewal toward the residency requirement.

6. A student can be granted Academic Renewal status only once.

7. Any previous notation of academic probation, suspension, and dismissal will remain recorded on the student's transcript.

8. A student re-enrolling after an absence of three or more years must apply for Academic Renewal within three semesters of enrollment or within one calendar year, whichever comes first.

9. The Academic Renewal GPA begins with the first term following awarding of renewal.

10. Admission or re-entry into any specific degree program (such as teacher education, nursing, business majors, selected majors in the College of Arts and Humanities, College of Science and Math, or College of Social Sciences) is not automatic. Admission criteria for specific programs are determined by the department where the program is housed.

11. The granting of Academic Renewal does not supersede financial aid policies regarding Satisfactory Academic Progress.

12. United States and Georgia history and constitution requirements and Regents' Test scores met prior to the granting of academic renewal will remain on the student's transcript even though the courses may not count in the Academic Renewal GPA or Academic Renewal hours earned.

13. Students desiring to enroll must submit a letter explaining why they should be considered for Academic Renewal along with the Academic Renewal application.

Readmitted students

- Readmitted students must be absent from The University of West Georgia for three (3) years, the required period of absence.

- The period of absence is calculated based on the period of time between the date of last enrollment at The University of West Georgia and the date of return to The University of West Georgia.

- Only coursework completed prior to the period of absence may be considered for Academic Renewal. If Academic Renewal is granted, all coursework completed prior to the period of absence will be renewed.

- Students may attend other institutions during the period of absence; however, that coursework will not be eligible for Academic Renewal and will be used to determine admissibility to The University of West Georgia. Transfer credit for any coursework taken during the period of absence shall be granted in accordance with the prevailing USG and West Georgia policies and procedures regarding the awarding of transfer credit.

Transfer students

- Students who previously attended a USG institution or any regionally-accredited institution of higher education and transfer to The University of West Georgia may be eligible for Academic Renewal for coursework taken three (3) or more years prior to the term of enrollment at The University of West Georgia.

- If Academic Renewal is granted, all coursework completed three (3) years prior to the term of enrollment at The University of West Georgia will be renewed. Courses taken less than three (3) years prior to the term of enrollment at The University of West Georgia are ineligible for consideration for Academic Renewal and will be utilized to determine admissibility, as outlined in the General Admission Policies section of the undergraduate catalog.

Addendum VI

UWG *Faculty Handbook*
Modification of 103.0302 Specific Minimum Criteria for Promotion

Rationale: The wording has been updated to conform to the wording in the BoR Policy Manual, Section 8.3.6.1.

PROPOSED MODIFIED VERSION

Foreword. Four criteria are prescribed by Section 8.3.6.1, Board of Regents Policy Manual, University System of Georgia: 1) ~~superior teaching~~ excellent teaching and effectiveness in instruction, 2) ~~outstanding service to the institution~~ noteworthy professional service to the institution or the community, 3) ~~academic achievement~~ noteworthy research, scholarship, creative activity, or academic achievement, and 4) continuous professional growth and development. According to Regents' Policies, noteworthy achievement should be expected in at least two areas. At the University of West Georgia, one of those "noteworthy" areas must be teaching, except in the case of librarians and administrators whose primary tasks are not teaching. For employment or promotion to Associate Professor or Professor, one must have demonstrated at least some substantive and documentable achievement in all four areas. For those holding academic rank in the Library, outstanding fulfillment of duties rather than superior teaching shall be the criterion applied although teaching librarians and administrators must supply evidence of excellence in teaching as part of their case for promotion.

As the institution becomes more diverse in the types of programs offered and clienteles served, it might reasonably have different levels of expectation for faculty in different programs. All faculty members at the University of West Georgia, however, are expected to participate actively in the intellectual life of their discipline and their profession. This may take the form of professional development activities which involve the practical application of existing knowledge or the creation of new knowledge. All faculty members are expected to have a professional development agenda, to make progress annually in addressing it, and to maintain proper professional ethics. (see Section 109) Below are outlined specific MINIMUM UWG requirements by rank for meeting each criterion:

1. **To Be Promoted to Senior Lecturer**

1.1. Teaching. Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1.
1.2. Service ~~to the Institution~~. Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.
1.3. Academic Achievement. Graduate degree in discipline.
1.4. Professional Growth and Development. Demonstration of professional development in the candidate's discipline with evidence from the sources listed in section 103.0302.6.

2. **To Be Promoted to Assistant Professor**

2.1. Teaching. Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1.

2.2. Service ~~to the Institution~~. Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.

2.3. Academic Achievement. Terminal degree in discipline.

2.4. Professional Growth and Development. Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline with evidence from the sources listed in section 103.0302.5.3.

3. To Be Promoted to Associate Professor

3.1. Teaching. Demonstration of significant contributions as a teacher and a high level of sustained excellence in teaching with evidence from sources listed in section 103.0302.5.1.

3.2. Service ~~to Institution~~. Demonstration of significant contributions in such service and a strong likelihood of continuing effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.

3.3. Academic Achievement. Terminal degree in discipline.

3.4. Professional Growth and Development. Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline and a strong likelihood of continuing effectiveness with evidence from the sources listed in section 103.0302.5.3.

4. To Be Promoted to Professor

4.1. Teaching. Demonstration of a clear and convincing record of a high level of sustained excellence with evidence from sources listed in section 103.0302.5.1.

4.2. Service ~~to Institution~~. Demonstration of a clear and convincing record of a high level of sustained effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.

4.3. Academic Achievement. Terminal degree in discipline.

4.4. Professional Growth and Development. Demonstration of a clear and convincing record of emerging stature as regional, national, or international authority within the candidate's discipline, and/or a clear and convincing record of a high level of sustained effectiveness in the candidate's discipline with evidence from the sources listed in section 103.03025.3

5. **Acceptable Evidentiary Sources Relevant to Promotion:** Each department, school, college, or the Library must specify acceptable additional evidentiary sources for teaching, service, and professional growth and development. Additional evidentiary sources must be approved by the faculty and the Dean of the respective school or college, the Vice President for Academic Affairs/Provost, and must be published in the academic unit's respective promotion and tenure documents.

5.1. Teaching:

5.1.1. Effectiveness as shown by peer or supervisor evaluation

5.1.2. Honors or special recognitions for teaching accomplishments

5.1.3. Letters from former students attesting to the candidate's instructional abilities

5.1.4. Successful direction of individual student work (e.g., independent projects, theses, exit papers, etc.)

5.1.5. Scholarly Teaching (e.g., reading pedagogical literature, attending professional development related to teaching, experimentation with new instructional methods and assessment of effectiveness. For a complete description see Section 4.7.2, Academic and Student Affairs Handbook, University System of Georgia).

5.1.6. Successful development of courses

5.1.7. Development of effective curricula and/or instructional methods

5.1.8. Faculty directed student research that complements classroom learning

5.1.9. Student evaluations

5.1.10. Evidence of student learning such as student self-assessments, pre- and post-test results, external test scores, rubric-based assessments, portfolios, examples of student work, and other relevant discipline-specific evidence.

5.1.11. Evidence of teaching that incorporates community-engaged approaches and methods.

5.2. **Service ~~to Institution~~:**

5.2.1. Successful development of service programs or projects.

5.2.2. Effective service-related consultation work or technical assistance.

5.2.3. Effective advisement of student organizations.

5.2.4. Successful counseling/advising of students.

5.2.5. Successful service on local, statewide, regional, national, or international levels in community-service organizations (e.g., committees, boards, panels).

5.2.6. Honors, awards and special recognitions for service to the institution or the community.

5.2.7. Significant contributions to the improvement of student, faculty or community life.

5.2.8. Successful mentoring of colleagues.

5.2.9. Collaborating with PK-12 schools, university colleagues, or external agencies to strengthen teaching quality and to increase student learning (as stipulated in B.O.R. policy 8.3.15)

5.2.10. Successful service that includes community-engaged approaches and methods.

5.3. **Professional Growth and Development:**

5.3.1. Scholarly Publications (as determined by the disciplines):

a. Books published by peer-reviewed presses
b. Other published books related to the candidate's professional field
c. Articles published in refereed journals
d. Papers and articles published elsewhere

5.3.2. Presentations before learned societies and professional organizations

5.3.3. Scholarship of Teaching and Learning (e.g., publications and/or presentations on research conducted in schools or the university classroom that are peer-reviewed. For a complete description see Section 4.7.2, Academic and Student Affairs Handbook, University System of Georgia).

5.3.4. Grants

a. Grants received for research, scholarship, or creative activity
b. Grants received for curricular development or other academic projects

c. Submitted proposals for competitive external grants

5.3.5.   Honors and awards for research, scholarship, or other creative activities

5.3.6.   Recognition by professional peers

   a. Reviews of a candidate's publications or creative work by persons of recognized competence in the discipline.
   b. Election or appointment to offices in professional organizations, successful committee work and important service to state, regional, national or international professional associations and learned societies, including editorial work.
   c. Receipt of competitively awarded fellowships, or selective admission to seminars related to one's discipline, scholarship, and/or creative activities.
   d. Successful performances in significant recitals or productions in which such performances are invited or selected after competitive review.
   e. Other performances related to academic field.
   f. Exhibitions of creative works in which such works are invited or selected after competitive review.
   g. Non-refereed exhibitions.
   h. Membership on editorial boards, juries judging art works, or juries auditioning performing artists.
   i. Development of scholarly applications of technology, e.g., laboratory devices, computer software packages or programs, videotapes, etc.
   j. Consultation which involves scholarly application of professional expertise

5.3.7.   Scholarship that promotes and improves student learning and achievement in PK-12 schools and/or in the university (as stipulated in B.O.R policy 8.3.15)

5.3.8.   Evidence of scholarship that uses community-engaged approaches and methods.

5.3.9.   Other as approved by departments and colleges

6. **Professional Growth and Development for Promotion ~~from Lecturer~~ to Senior Lecturer:**

6.1. Significant contributions to continuing education programs for the community or local educators.

6.2. Significant contributions to workshops on teaching, pedagogy, or educational technology.

6.3. Significant consulting work related to teaching, pedagogy, or educational technology.

6.4. Completion of coursework required to obtain or maintain teacher certification.

6.5. Completion of graduate coursework in one's primary field beyond the Master's level.

6.6. Supervision and training of instructors, teaching assistants, lab assistants, or tutors.

6.7. Significant contributions to curricular development.

6.8. Academic publications and/or presentations at academic conferences.

7. **Format of Promotion and Tenure Submissions**

   The Provost determines the format of tenure/promotion dossiers and must publish relevant guidelines for the following academic year by no later than April 30th.

PROPOSED REVISED VERSION

103.0302 Specific Minimum Criteria for Promotion

Foreword. Four criteria are prescribed by Section 8.3.6.1, Board of Regents Policy Manual, University System of Georgia: 1) excellent teaching and effectiveness in instruction, 2) noteworthy professional service to the institution or the community, 3) noteworthy research, scholarship, creative activity, or academic achievement, and 4) continuous professional growth and development. According to Regents' Policies, noteworthy achievement should be expected in at least two areas. At the University of West Georgia, one of those "noteworthy" areas must be teaching, except in the case of librarians and administrators whose primary tasks are not teaching. For employment or promotion to Associate Professor or Professor, one must have demonstrated at least some substantive and documentable achievement in all four areas. For those holding academic rank in the Library, outstanding fulfillment of duties rather than superior teaching shall be the criterion applied although teaching librarians and administrators must supply evidence of excellence in teaching as part of their case for promotion.

As the institution becomes more diverse in the types of programs offered and clienteles served, it might reasonably have different levels of expectation for faculty in different programs. All faculty members at the University of West Georgia, however, are expected to participate actively in the intellectual life of their discipline and their profession. This may take the form of professional development activities which involve the practical application of existing knowledge or the creation of new knowledge. All faculty members are expected to have a professional development agenda, to make progress annually in addressing it, and to maintain proper professional ethics. (see Section 109) Below are outlined specific MINIMUM UWG requirements by rank for meeting each criterion:

1. **To Be Promoted to Senior Lecturer**

1.5. Teaching. Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1.
1.6. Service. Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.
1.7. Academic Achievement. Graduate degree in discipline.
1.8. Professional Growth and Development. Demonstration of professional development in the candidate's discipline with evidence from the sources listed in section 103.0302.6.

2. **To Be Promoted to Assistant Professor**

2.1. Teaching. Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1.

2.2. Service. Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.

2.3. Academic Achievement. Terminal degree in discipline.

2.4. Professional Growth and Development. Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline with evidence from the sources listed in section 103.0302.5.3.

3. To Be Promoted to Associate Professor

3.1. Teaching. Demonstration of significant contributions as a teacher and a high level of sustained excellence in teaching with evidence from sources listed in section 103.0302.5.1.

3.2. Service. Demonstration of significant contributions in such service and a strong likelihood of continuing effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.

3.3. Academic Achievement. Terminal degree in discipline.

3.4. Professional Growth and Development. Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline and a strong likelihood of continuing effectiveness with evidence from the sources listed in section 103.0302.5.3.

4. To Be Promoted to Professor

4.1. Teaching. Demonstration of a clear and convincing record of a high level of sustained excellence with evidence from sources listed in section 103.0302.5.1.

4.2. Service. Demonstration of a clear and convincing record of a high level of sustained effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.

4.3. Academic Achievement. Terminal degree in discipline.

4.4. Professional Growth and Development. Demonstration of a clear and convincing record of emerging stature as regional, national, or international authority within the candidate's discipline, and/or a clear and convincing record of a high level of sustained effectiveness in the candidate's discipline with evidence from the sources listed in section 103.03025.3

5. **Acceptable Evidentiary Sources Relevant to Promotion:** Each department, school, college, or the Library must specify acceptable additional evidentiary sources for teaching, service, and professional growth and development. Additional evidentiary sources must be approved by the faculty and the Dean of the respective school or college, the Vice President for Academic Affairs/Provost, and must be published in the academic unit's respective promotion and tenure documents.

5.1. **Teaching:**

5.1.1. Effectiveness as shown by peer or supervisor evaluation

5.1.2. Honors or special recognitions for teaching accomplishments

5.1.3. Letters from former students attesting to the candidate's instructional abilities
5.1.4. Successful direction of individual student work (e.g., independent projects, theses, exit papers, etc.)
5.1.5. Scholarly Teaching (e.g., reading pedagogical literature, attending professional development related to teaching, experimentation with new instructional methods and assessment of effectiveness. For a complete description see [Section 4.7.2, Academic and Student Affairs Handbook, University System of Georgia](#)).
5.1.6. Successful development of courses
5.1.7. Development of effective curricula and/or instructional methods
5.1.8. Faculty directed student research that complements classroom learning
5.1.9. Student evaluations
5.1.10. Evidence of student learning such as student self-assessments, pre- and post-test results, external test scores, rubric-based assessments, portfolios, examples of student work, and other relevant discipline-specific evidence.
5.1.11. Evidence of teaching that incorporates community-engaged approaches and methods.

5.2. **Service:**

5.2.1. Successful development of service programs or projects.
5.2.2. Effective service-related consultation work or technical assistance.
5.2.3. Effective advisement of student organizations.
5.2.4. Successful counseling/advising of students.
5.2.5. Successful service on local, statewide, regional, national, or international levels in community-service organizations (e.g., committees, boards, panels).
5.2.6. Honors, awards and special recognitions for service to the institution or the community.
5.2.7. Significant contributions to the improvement of student, faculty or community life.
5.2.8. Successful mentoring of colleagues.
5.2.9. Collaborating with PK-12 schools, university colleagues, or external agencies to strengthen teaching quality and to increase student learning (as stipulated in B.O.R. policy 8.3.15)
5.2.10. Successful service that includes community-engaged approaches and methods.

5.3. **Professional Growth and Development:**

5.3.1. Scholarly Publications (as determined by the disciplines):

a. Books published by peer-reviewed presses
b. Other published books related to the candidate's professional field
c. Articles published in refereed journals
d. Papers and articles published elsewhere

5.3.2. Presentations before learned societies and professional organizations

5.3.3. Scholarship of Teaching and Learning (e.g., publications and/or presentations on research conducted in schools or the university classroom that are peer-reviewed. For a complete description see [Section 4.7.2, Academic and Student Affairs Handbook, University System of Georgia](#)).

5.3.4. Grants

a. Grants received for research, scholarship, or creative activity
b. Grants received for curricular development or other academic projects
c. Submitted proposals for competitive external grants

5.3.5.   Honors and awards for research, scholarship, or other creative activities

5.3.6.   Recognition by professional peers

a. Reviews of a candidate's publications or creative work by persons of recognized competence in the discipline.
b. Election or appointment to offices in professional organizations, successful committee work and important service to state, regional, national or international professional associations and learned societies, including editorial work.
c. Receipt of competitively awarded fellowships, or selective admission to seminars related to one's discipline, scholarship, and/or creative activities.
d. Successful performances in significant recitals or productions in which such performances are invited or selected after competitive review.
e. Other performances related to academic field.
f. Exhibitions of creative works in which such works are invited or selected after competitive review.
g. Non-refereed exhibitions.
h. Membership on editorial boards, juries judging art works, or juries auditioning performing artists.
i. Development of scholarly applications of technology, e.g., laboratory devices, computer software packages or programs, videotapes, etc.
j. Consultation which involves scholarly application of professional expertise

5.3.7.   Scholarship that promotes and improves student learning and achievement in PK-12 schools and/or in the university (as stipulated in B.O.R policy 8.3.15)

5.3.8.   Evidence of scholarship that uses community-engaged approaches and methods.

5.3.9.   Other as approved by departments and colleges

6. **Professional Growth and Development for Promotion to Senior Lecturer:**

6.1. Significant contributions to continuing education programs for the community or local educators.

6.2. Significant contributions to workshops on teaching, pedagogy, or educational technology.

6.3. Significant consulting work related to teaching, pedagogy, or educational technology.

6.4. Completion of coursework required to obtain or maintain teacher certification.

6.5. Completion of graduate coursework in one's primary field beyond the Master's level.

6.6. Supervision and training of instructors, teaching assistants, lab assistants, or tutors.

6.7. Significant contributions to curricular development.

6.8. Academic publications and/or presentations at academic conferences.

7. **Format of Promotion and Tenure Submissions**

The Provost determines the format of tenure/promotion dossiers and must publish relevant guidelines for the following academic year by no later than April 30th.

Addendum VII

UWG Academic Affairs Policies Index
Approval of UWG Procedure 2.2.2, Criteria for Promotion

Rationale: Currently no university procedure exists for the criteria for promotion.

PROPOSED PROCEDURE POLICY

UNIVERSITY *of* **West Georgia**®

UWG PROCEDURE NUMBER: UWG Procedure 2.2.2, Criteria for Promotion
Authority: **UWG POLICY: 2.2, Promotion**

The University of West Georgia (UWG) faculty, pursuant to the authority of UWG Policy **2.2**, establishes the following procedure for compliance with UWG Policy 2.2 on **Promotion**:

The purpose of the procedure is to clearly communicate to the University of West Georgia faculty the Criteria for Promotion.

A. **Definitions**
  1. ***Scholarly Teaching*** - teaching that focuses on student learning and is well-grounded in the sources and resources appropriate to the field. The aim of scholarly teaching is to make transparent how faculty members have made learning possible (Shulman, 1998; USG Academic and Student Affairs Handbook, section 4.7.2).

  2. ***The Scholarship of Teaching and Learning*** - the "systematic examination of issues about student learning and instructional conditions which promote the learning (i.e., building on previous scholarship and shared concerns), which is subjected to blind review by peers who represent the judgment of the profession, and, after review, is disseminated to the professional community" (Research Universities Consortium for the Advancement of the Scholarship of Teaching and Learning; USG Academic and Student Affairs Handbook, section 4.7.2).

B. **Procedures**

Below are outlined specific MINIMUM UWG requirements by rank for meeting each criterion:

1. **To Be Promoted to Senior Lecturer**

1.1. Teaching. Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1 within the UWG Faculty Handbook.
1.2. Service. Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2 within the UWG Faculty Handbook.
1.3. Academic Achievement. Graduate degree in discipline.
1.4. Professional Growth and Development. Demonstration of professional development in the candidate's discipline with evidence from the sources listed in section 103.0302.6 within the UWG Faculty Handbook.

2. To Be Promoted to Assistant Professor

2.1. Teaching. Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1 within the UWG Faculty Handbook.
2.2. Service. Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2 within the UWG Faculty Handbook.
2.3. Academic Achievement. Terminal degree in discipline.
2.4. Professional Growth and Development. Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline with evidence from the sources listed in section 103.0302.5.3 within the UWG Faculty Handbook.

3. To Be Promoted to Associate Professor

3.1. Teaching. Demonstration of significant contributions as a teacher and a high level of sustained excellence in teaching with evidence from sources listed in section 103.0302.5.1 within the UWG Faculty Handbook.
3.2. Service. Demonstration of significant contributions in such service and a strong likelihood of continuing effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2 within the UWG Faculty Handbook.
3.3. Academic Achievement. Terminal degree in discipline.
3.4. Professional Growth and Development. Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline and a strong likelihood of continuing effectiveness with evidence from the sources listed in section 103.0302.5.3 within the UWG Faculty Handbook.

4. To Be Promoted to Professor

4.1. Teaching. Demonstration of a clear and convincing record of a high level of sustained excellence with evidence from sources listed in section 103.0302.5.1 within the UWG Faculty Handbook.
4.2. Service. Demonstration of a clear and convincing record of a high level of sustained effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2 within the UWG Faculty Handbook.
4.3. Academic Achievement. Terminal degree in discipline.
4.4. Professional Growth and Development. Demonstration of a clear and convincing record of emerging stature as regional, national, or international authority within the candidate's discipline, and/or a clear and convincing record of a high level of sustained effectiveness in the candidate's discipline with evidence from the sources listed in section 103.03025.3 within the UWG Faculty Handbook.

5. **Acceptable Evidentiary Sources Relevant to Promotion.** Each department, school, college, or the Library must specify acceptable additional evidentiary sources for teaching, service, and professional growth and development. Additional evidentiary sources must be approved by the faculty and the Dean of the respective school or college, the Vice President

for Academic Affairs/Provost, and must be published in the academic unit's respective promotion and tenure documents.

5.1. Teaching.
5.1.1.   Effectiveness as shown by peer or supervisor evaluation
5.1.2.   Honors or special recognitions for teaching accomplishments
5.1.3.   Letters from former students attesting to the candidate's instructional abilities
5.1.4.   Successful direction of individual student work (e.g., independent projects, theses, exit papers, etc.)
5.1.5.   Scholarly Teaching (e.g., reading pedagogical literature, attending professional development related to teaching, experimentation with new instructional methods and assessment of effectiveness. For a complete description see Section 4.7.2, Academic and Student Affairs Handbook, University System of Georgia).
5.1.6.   Successful development of courses
5.1.7.   Development of effective curricula and/or instructional methods
5.1.8.   Faculty directed student research that complements classroom learning
5.1.9.   Student evaluations
5.1.10. Evidence of student learning such as student self-assessments, pre- and post-test results, external test scores, rubric-based assessments, portfolios, examples of student work, and other relevant discipline-specific evidence.
5.1.11. Evidence of teaching that incorporates community-engaged approaches and methods.

5.2. Service.
5.2.1.   Successful development of service programs or projects.
5.2.2.   Effective service-related consultation work or technical assistance.
5.2.3.   Effective advisement of student organizations.
5.2.4.   Successful counseling/advising of students.
5.2.5.   Successful service on local, statewide, regional, national, or international levels in community-service organizations (e.g., committees, boards, panels).
5.2.6.   Honors, awards and special recognition for service to the institution or the community.
5.2.7.   Significant contributions to the improvement of student, faculty or community life.
5.2.8.   Successful mentoring of colleagues.
5.2.9.   Collaborating with PK-12 schools, university colleagues, or external agencies to strengthen teaching quality and to increase student learning (as stipulated in B.O.R. policy 8.3.15)
5.2.10. Successful service that includes community-engaged approaches and methods.

5.3. Professional Growth and Development.
5.3.1.   Scholarly Publications (as determined by the disciplines):
   a. Books published by peer-reviewed presses
   b. Other published books related to the candidate's professional field
   c. Articles published in refereed journals
   d. Papers and articles published elsewhere
5.3.2.   Presentations before learned societies and professional organizations

5.3.3.   Scholarship of Teaching and Learning (e.g., publications and/or presentations on research conducted in schools or the university classroom that are peer-reviewed. For a complete description see Section 4.7.2, Academic and Student Affairs Handbook, University System of Georgia).

5.3.4. Grants
   a. Grants received for research, scholarship, or creative activity
   b. Grants received for curricular development or other academic projects
   c. Submitted proposals for competitive external grants
5.3.5. Honors and awards for research, scholarship, or other creative activities
5.3.6. Recognition by professional peers
   a. Reviews of a candidate's publications or creative work by persons of recognized competence in the discipline.
   b. Election or appointment to offices in professional organizations, successful committee work, and important service to state, regional, national or international professional associations and learned societies, including editorial work.
   c. Receipt of competitively awarded fellowships, or selective admission to seminars related to one's discipline, scholarship, and/or creative activities.
   d. Successful performances in significant recitals or productions in which such performances are invited or selected after a competitive review.
   e. Other performances related to the academic field.
   f. Exhibitions of creative works in which such works are invited or selected after a competitive review.
   g. Non-refereed exhibitions.
   h. Membership on editorial boards, juries judging artworks, or juries auditioning performing artists.
   i. Development of scholarly applications of technology, e.g., laboratory devices, computer software packages or programs, videotapes, etc.
   j. Consultation which involves scholarly application of professional expertise
5.3.7. Scholarship that promotes and improves student learning and achievement in PK-12 schools and/or in the university (as stipulated in B.O.R policy 8.3.15)
5.3.8. Evidence of scholarship that uses community-engaged approaches and methods.
5.3.9. Other as approved by departments and colleges

6. **Professional Growth and Development for Promotion to Senior Lecturer:**

6.1. Significant contributions to continuing education programs for the community or local educators.
6.2. Significant contributions to workshops on teaching, pedagogy, or educational technology.
6.3. Significant consulting work related to teaching, pedagogy, or educational technology.
6.4. Completion of coursework required to obtain or maintain teacher certification.
6.5. Completion of graduate coursework in one's primary field beyond the Master's level.
6.6. Supervision and training of instructors, teaching assistants, lab assistants, or tutors.
6.7. Significant contributions to curricular development.
6.8. Academic publications and/or presentations at academic conferences.

7. **Format of Promotion and Tenure Submissions**

The Provost determines the format of tenure/promotion dossiers and must publish relevant guidelines for the following academic year by no later than April 30th.

Pursuant to BOR 8.3.6 Criteria for Promotion

C. **Compliance**

The University of West Georgia follows the Board of Regent's policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails. (See BOR 8.3.6 Criteria for Promotion).

Issued by the [title of the person charged with writing procedure]*, the _____ day of _____, 2019.*

_____

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Addendum VIII

UWG Faculty Senate Resolution on Retaining Diverse Faculty

Whereas the University of West Georgia Faculty Senate passed the Resolution on Diversifying the Faculty on March 30, 2018, demonstrating the faculty's commitment to building a more diverse faculty that better represents the diversity of our student body;

Whereas significant effort has since been expended to recruit diverse faculty, resulting in the hiring of numerous faculty members from underrepresented groups over the past several years;

And whereas many of these faculty members' recent hiring makes them potentially vulnerable to non-renewal during the current budget reassessment based on reduced revenue projections;

The University of West Georgia Faculty Senate is resolute in urging faculty and administrators at all levels to purposefully consider faculty diversity as a critical factor informing budget management decisions. We appeal to faculty members in all departments to communicate the importance of maintaining the gains we have made in building a diverse faculty, and we expect decision makers to account for the consideration of faculty diversity in the actions they take to address budget management concerns.