

Memorandum

To: General Faculty

Date: December 2, 2020

Regarding: Faculty Senate Agenda for December 4, 2020 via Zoom

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

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

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

- A) College of Arts, Culture, and Scientific Inquiry
 - 1) Department of Anthropology, Psychology, and Sociology
 - a) [Anthropology, B.S.](#)
Request: Modify
 - b) [Embedded Certificate in Health and Society](#)
Request: Add
 - 2) Department of English, Film, Language, and Performing Arts
 - a) [FORL 3000 Global Languages and Cultures Colloquium](#)
Request: Add
 - b) [Stand Alone Certificate in Global Languages and Cultures](#)
Request: Add
- B) College of Education
 - 1) Department of Literacy and Special Education
 - a) [Special Education, B.S.Ed.](#)
Request: Modify
- C) Department of Mass Communications
 - 1) [COMM 4457 Global Media](#)
Request: Add
- D) University College

1) [XIDS 1004 Oral and Technological Communication](#)

Request: Delete

2) [XIDS 2201 Science Foundations](#)

Request: Delete

Information Items:

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Art, History, and Philosophy

a) [Minor in History](#)

Request: Modify

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

Action Items: (Addendum III)

A) Spring 2021 Withdrawal Deadline Recommendation

5. Old Business

6. New Business

7. Announcements

A) 2021-2022 Academic Calendar, Jill Drake

B) Faculty180 Demonstration and Faculty Activities Report Deadlines, Cathi Jenks

C) General Education Assessment Committee, Angela Insenga

8. Administrator Reports

A) Welcome Provost Preston

9. Adjournment

Addendum I

Faculty Senate
Draft Meeting Minutes
November 13, 2020

1. Call to Order

Chair Williams called the meeting to order at 1:04 pm.

2. Roll Call

Present:

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

Absent:

Ly and Towhidi

3. Minutes

The October 16, 2020 Meeting Minutes were unanimously approved.

4. Committee Reports

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

Action Items:

E) College of Arts, Culture, and Scientific Inquiry

3) Department of English, Film, Language, and Performing Arts

c) [Stand Alone Interdisciplinary Certification in Musical Theatre](#)

Request: Modify

Item unanimously approved.

F) College of Education

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

b) [Speech-Language Pathology, B.S.Ed.](#)

Request: Modify

Item approved with 44 in favor and 1 abstention.

- 3) Department of Sport Management, Wellness, and Physical Education
 - a) [Nutrition Promotion and Education Minor](#)

Request: Modify

Item unanimously approved.

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

Action Items:

A) College of Education

- 1) Department of Educational Technology and Foundations.
 - a) [Stand-Alone Certificate in Online Teaching](#)

Request: Add

Item approved with 39 in favor, 2 opposed, and 1 abstention.

- 2) Department of Counseling, Higher Education, and Speech Language Pathology
 - a) [Speech Language Pathology, M.Ed.](#)

Request: Modify

Item approved with 42 in favor and 1 abstention.

Information Items:

A) College of Education

- 1) Department of Early Childhood through Secondary Education
 - a) [Elementary Education, Ed.S.](#)

Request: Modify

Admission to this program now requires three years of teaching experience in elementary grades at the T5/Master's level. Additionally, they have added ECED 8200 Oral Comprehensive Exam for Elementary Ed.S, a 0 hour course which provides a CourseDen shell for information dissemination to students, and they are replacing the ECED 8284 Research Seminar with EDRS 8301 Educational Research Design and EDRS 8304 Data Analysis in Educational Research with EDRS 8302 Educational Research: Theory and Practice.

- 2) Department of Literacy and Special Education
 - a) [Special Education, Ed.S.](#)

Request: Modify

These modifications now lower the GPA requirement to 3.2 from 3.5, update the language to reduce confusion regarding the application requirements, and change the prerequisite criteria to accommodate teachers who took the introductory courses in prior degree programs. These changes make the program more relevant with the field's changes to collaborative and inclusive settings, and include speech-language pathologists and collaborative teachers.

Committee V: Institutional Planning Committee (Cale Self, Chair)

Information Items:

A) Update on SACSCOC and QEP

Our SACSCOC 5 Year Interim Report and QEP Report have both been accepted, and no issues were highlighted. The next SACS review will begin in September 2023, and the next QEP will begin in Spring 2024.

B) Update on IPC's involvement with the Strategic Plan

Part of the IPC charge is to monitor the implementation of the university's strategic plan. IPC Chair Cale Self and IPC member Beth Sheppard have been to several meetings and were happy to provide faculty with an update. To date, the information from both the campus survey and the discovery sessions have been compiled and 8 themes have been identified. Over 1300 people contributed information, and they will prioritize synthesizing that feedback and data for the next phase of the Strategic Plan. IPC has been and will continue to work with the Strategic Planning Committee throughout this process.

Committee IX: Budget Committee (Laurie Kimbrell, Chair)

Information Item:

A) UWG Budget Timeline – FY22 (**Figure 1**)

While there will be some personnel related non-renewals pursued, there are no budget related faculty non-renewals planned for this year.

Committee X: Rules Committee (Angela Branyon, Chair)

Information Item:

A) Full-Time Faculty Census

The initial count of full-time faculty is complete, and a plan has been sent to everyone on the Rules committee for them to take back to their respective departments and colleges for discussion. Rules will meet again on December 1 to review the input and feedback they

receive. The committee plans to have a reapportionment proposal ready for the Senate by the January Senate meeting.

5. Old Business

6. New Business

7. Announcements

A) Administrator's Reports

- *The USG is recommending a new process for program proposals that will give USG institutions the opportunity to solicit BOR preliminary review prior to official program submissions, thereby updating the one-step prospectus process in order to aid in the collection of information needed to answer commonly asked questions by the BoR. New fields will be added to program prospecti regarding workforce job outcomes, average salaries, employer support, and the like, and the BoR will provide the necessary resources to collect that data. Based on the BoR's preliminary feedback, this will allow UWG to give faculty an indication of whether a new program proposal will likely be approved by the BoR before faculty put a lot of work into creating it. It is unclear as to whether a new curriculum committee will be formed to oversee this process or whether we will maintain our current structure of approvals through committees like UPC and GPC. More information is forthcoming in the spring. While this helps the BoR manage the types of program proposals that are being sent to them at any given time, this would likely improve the chances for programs to be approved and protect us from doing a lot of work that may not come to fruition. Chair Williams noted in response to the Interim Provost's remarks that it would likely give the Faculty Senate a secondary role in an area in which it has traditionally had a primary role. (See [November 13, 2020 Zoom Meeting](#), beginning 00:30:48).*
- *When asked about the push for in person instruction during the spring, Dr. Jenks stated that this came directly from the USG in response to what they have found as a statewide demand for in person classes. Therefore, UWG will increase face-to-face courses while maintaining social distancing guidelines on campus. Courses will be spread out over a wide range of times from our typical 10am to 3pm Monday through Thursday schedule to more 8am to 8pm Monday through Friday to evenly distribute classes across campus. Some areas, such as the lower level of Z6, fitness centers*

around campus, and the Campus Center Ballrooms, have been transformed into classrooms to accommodate this endeavor. While they considered shortening the semester and canceling Spring Break, they ultimately decided to maintain the spring schedule as it stands in order to meet the demand for more in person classes.

B) Enrollment and Recruitment Patterns, David Nickell ([Figure 2](#))

Earlier this year, Dr. Nickell completed a large scale study of UWGs recruitment and enrollment patterns as part of a marketing survey of regional high school students' preferences in terms of college applications with the goal of ascertaining how UWG can better position itself for improving our enrollment and recruitment. From 1:56 pm to 2:37 pm, Dr. Nickell presented his research and recommendations, followed by a Q&A. (See [November 13, 2020 Zoom Meeting](#), beginning 00:56:05).

8. Adjournment

The meeting adjourned at 2:38 pm.

Respectfully submitted by

Colleen Vasconcellos, Executive Secretary

Figure 1

UWG Budget Timeline – FY22

- September 2020 -USG Forwards to Institutions Budget FY2022 Information
- October 2020- Institutions gather information, analyze data, divisions work with requested information from the Board to develop FY2022 Budget changes
- November 2020 –March 2021-Institutional Budget Hearings
- January 2021-Governor’s Releases Budget Recommendations
- March 2021-General Assembly Finalizes FY22 Appropriations
- April 2021-Board Approval Allocations, Tuition and Fees
- April –May 2021 Institutions Develop and Submit FY22 Budget
- May 2021 Board Approval FY22 Budget (By Institution)
- May-June 2021 FY2022 Annual Operating Budget Submitted to OPB

David Jenks, Interim Provost, notified budget committee on November 3, 2020 that the administration does not plan budget related non-renewals for the FY22 budget cycle. Only personnel related non-renewals will be pursued according to the timelines set forth in policy:

Notice of intention to not renew the contract of a non-tenured faculty member who has been awarded academic rank of instructor, assistant professor, associate professor, or professor shall be furnished, in writing, according to the following schedule:

1. At least three months before the date of termination of the contract in the faculty member’s first year of service with any of the above academic ranks at the current institution;
2. At least six months before the date of termination of the contract in the faculty member’s second year of continuous service with any of the above academic ranks at the current institution; or,
3. At least nine months before the date of termination of the contract in the faculty member’s third or subsequent continuous year of service with any of the above academic rank at the current institution.

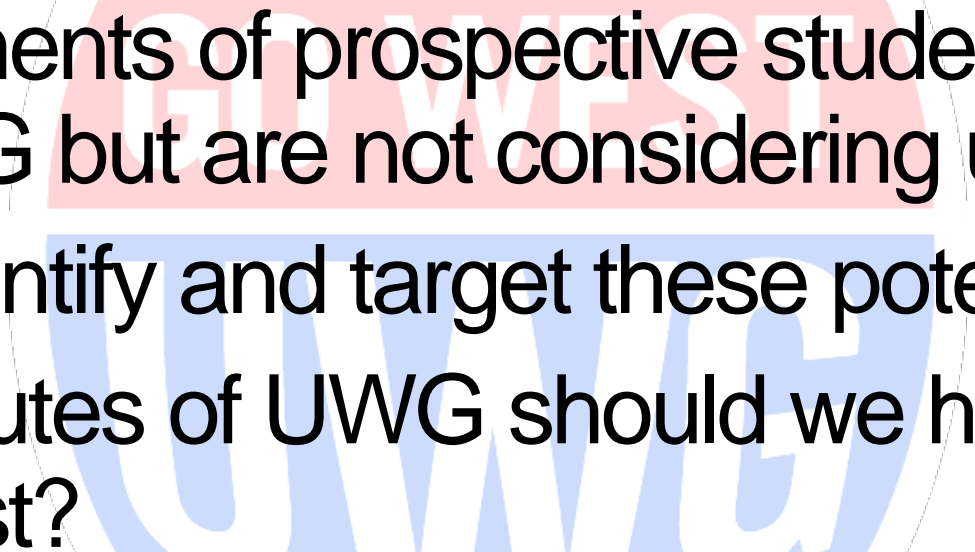
Lecturers, senior lecturers, and principal lecturers who have served full-time for the entire previous academic year have the presumption of reappointment for the subsequent academic year unless notified in writing to the contrary as follows:

1. For lecturers, senior lecturers, or principal lecturers with less than three years of full-time continuous service in that position at the current institution, institutions are encouraged to provide non-reappointment notice as early as possible, but no specific notice is required.
2. For lecturers, senior lecturers, or principal lecturers with three or more years but less than six years of full-time continuous service in that position at the current institution, institutions must provide non-reappointment notice at least 30 calendar days prior to the institution’s first day of classes in the semester.
3. For lecturers, senior lecturers, or principal lecturers with six years or more of full-time continuous service in those positions at the current institution, institutions must provide non-reappointment notice at least 180 calendar days prior to the institution’s first day of classes in the semester.

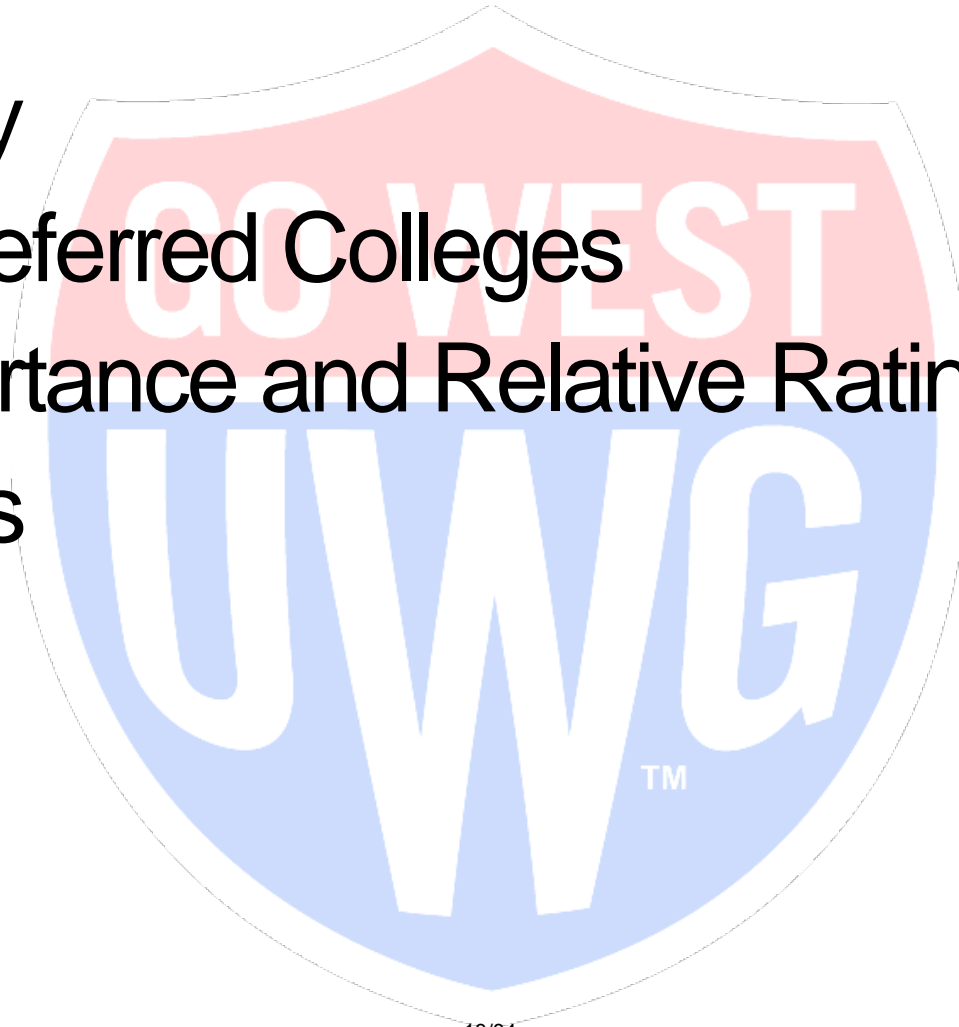
Enrollment Management Study





- 
- A large, semi-transparent watermark of the University of West Georgia (UWG) logo is centered in the background. The logo consists of a shield shape with a red top half and a blue bottom half. The letters 'UWG' are written in white across the shield, with a 'TM' trademark symbol at the bottom right.
1. What segments of prospective students are good fits for UWG but are not considering us?
 2. Can we identify and target these potential students?
 3. What attributes of UWG should we highlight to gain their interest?

- Conjoint Study
- Ranking of Preferred Colleges
- Attribute Importance and Relative Ratings by School
- Demographics



- Study of high school students and their parents who are likely to attend college within the next four years who currently reside in the states of Alabama or Georgia
- Worked with Admissions, UCM, and especially Dr. Sethna for background and insights. Literature review to understand previous findings.
 - Pretested questionnaire with current UWG students (RCOB Dean's council of students and student assistants within the Admissions office)
 - Data Collection
 - Independent samples: high school students (n=948) and parents of high school students (n=990)
 - Screened for
 - Likelihood to attend college within the next four years (somewhat and very likely)
 - State of residence (Alabama or Georgia)
 - Sample from panel (managed by Qualtrics from third-party providers)

Conjoint analysis is a survey-based statistical technique that helps determine how people value different attributes (feature, function, benefits) that make up an individual product or service.

The objective of conjoint analysis is to determine what combination of a limited number of attributes is most influential on respondent choice or decision making. A controlled set of potential products or services is shown to survey respondents and by analyzing how they make preferences between these products, the implicit valuation of the individual elements making up the product or service can be determined.

If these were your only options, which would you choose?

1 / 18

Annual Tuition	\$60,000	\$40,000	\$65,000	\$20,000
Distance from Home	Within 10 miles of home (10-15 minutes drive)	Between 51 and 100 miles from home (1-2 hour drive)	Between 251 and 400 miles from home (4-7 hour drive)	Between 11 and 50 miles from home (15-60 minute drive)
Academic Reputation	Okay reputation	Good reputation	Poor reputation	Very high reputation
Campus Setting	Rural Campus	Urban Campus	Suburban Campus	Suburban Campus
Size of College/University	Small University (between 5001 - 10,000 students)	Large University (more than 20,000 students)	Small College (less than 1000 students)	Medium University (between 10,001 - 20,000 students)
	Select	Select	Select	Select

NONE: I wouldn't choose any of these.

Based upon feedback from the staff of the Office of Admissions, these are the schools we included as competitors.

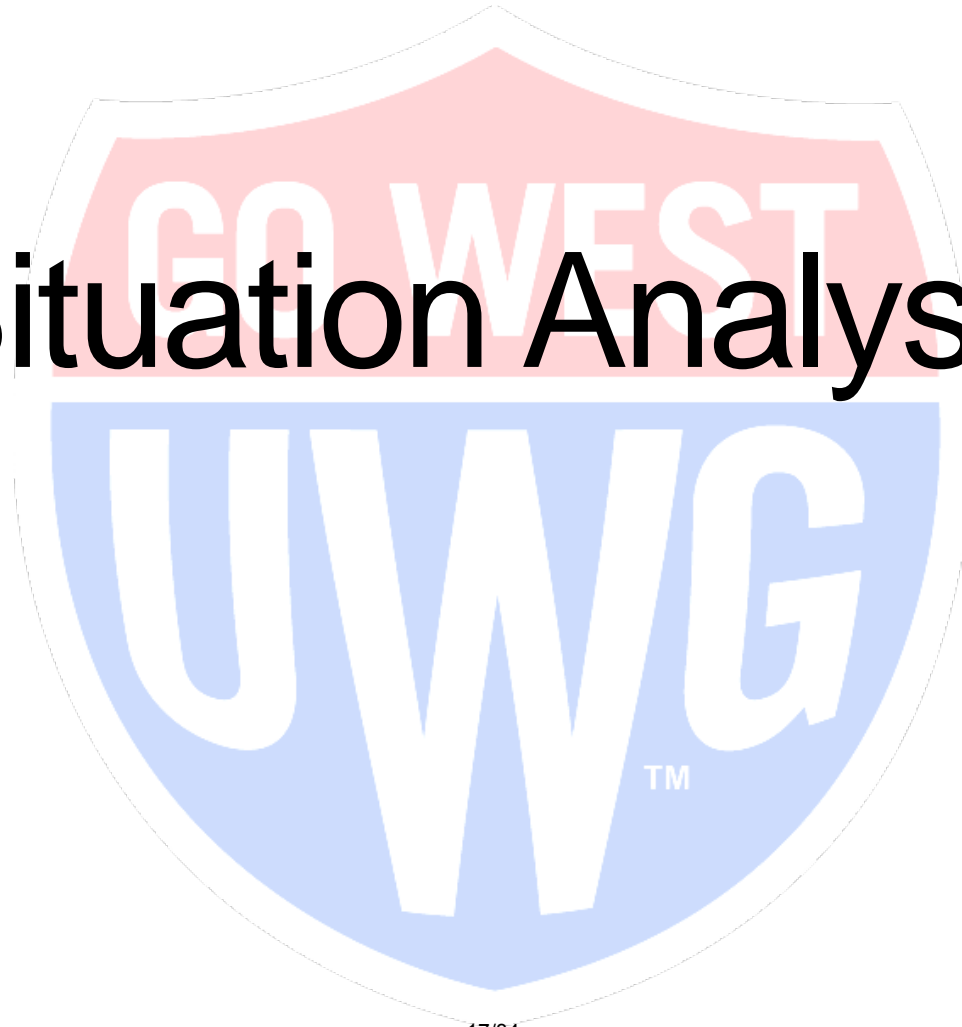
Alabama A&M
Alabama State
Clayton State
Columbus State
Georgia College
Georgia Southern
Georgia State
Jacksonville State



Kennesaw State
Mercer
Middle GA State
Oglethorpe
Savannah State
Spellman College
Troy

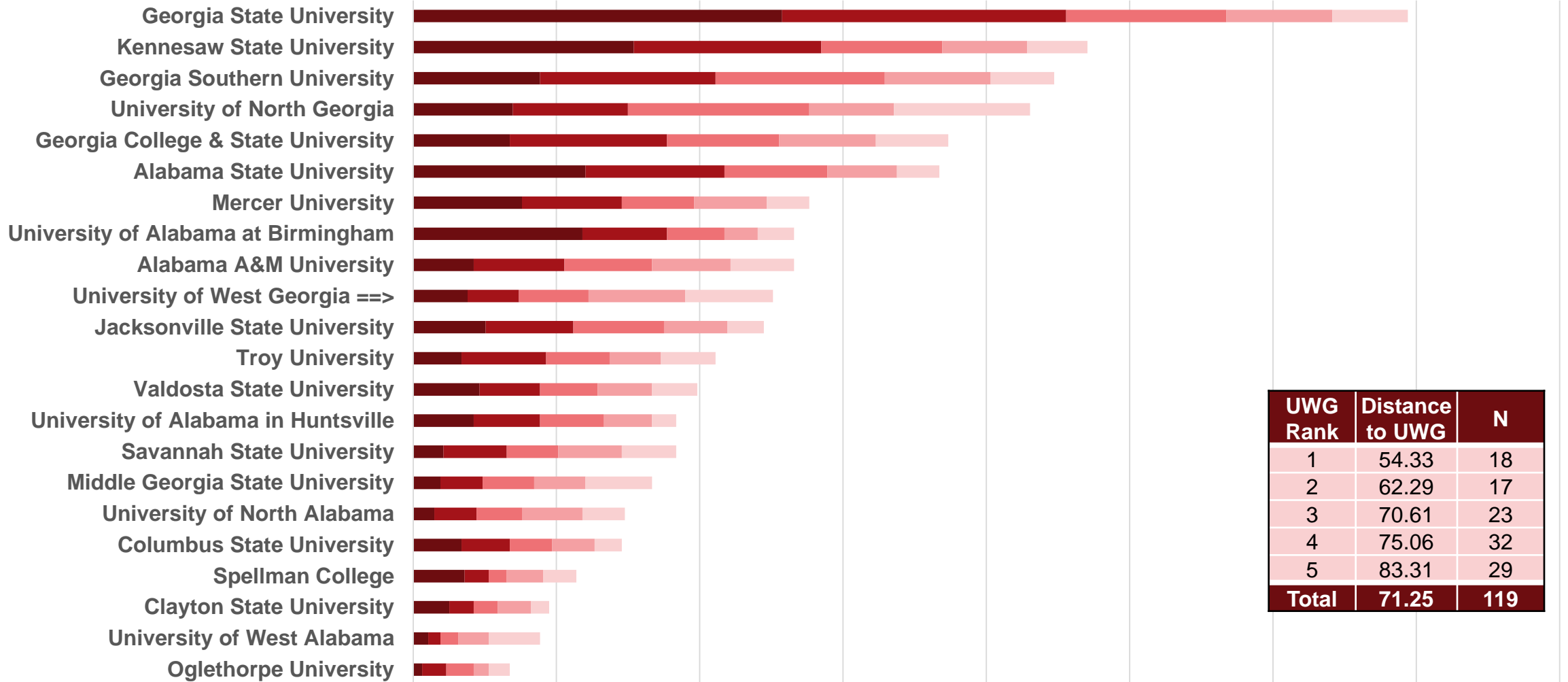
UAB
UA-Huntsville
North Alabama
North Georgia
West Alabama
West Georgia
Valdosta State

Situation Analysis



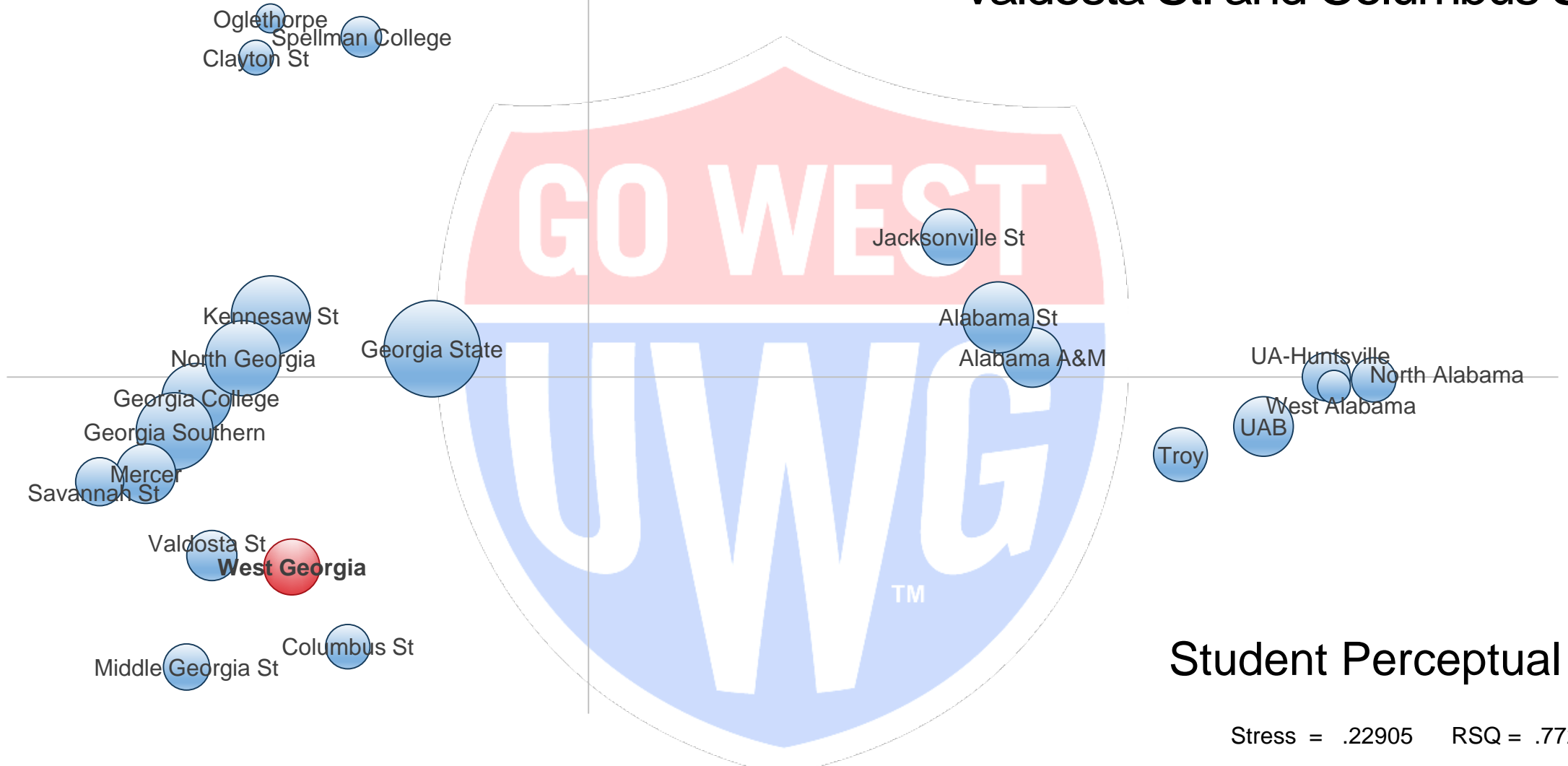
New Freshmen				
USG Data from WICHE (pub and private HS)				
Fall	HS Grads	Actual UWG	Percent	N Inc/Dec
2008	91,672	1,998	2.180%	
2009	96,325	1,916	1.989%	-82
2010	99,776	1,825	1.829%	-91
2011	100,099	1,940	1.938%	115
2012	98,481	1,952	1.982%	12
2013	99,939	2,121	2.122%	169
2014	102,511	2,091	2.040%	-30
2015	103,393	2,284	2.209%	193
2016	104,126	2,340	2.247%	56
2017	103,912	2,173	2.091%	-167
2018	106,728	2,227	2.087%	54
2019	108,051	1,822	1.686%	-405
2020	106,367	1,774	1.668%	-48
2021 est	104,714			
2022 est	105,313			
2023 est	106,005			
2024 est	109,349			
2025 est	111,911			
2026 est	109,613			

Respondents were asked to select and rank in order of preference five schools under consideration



UWG Rank	Distance to UWG	N
1	54.33	18
2	62.29	17
3	70.61	23
4	75.06	32
5	83.31	29
Total	71.25	119

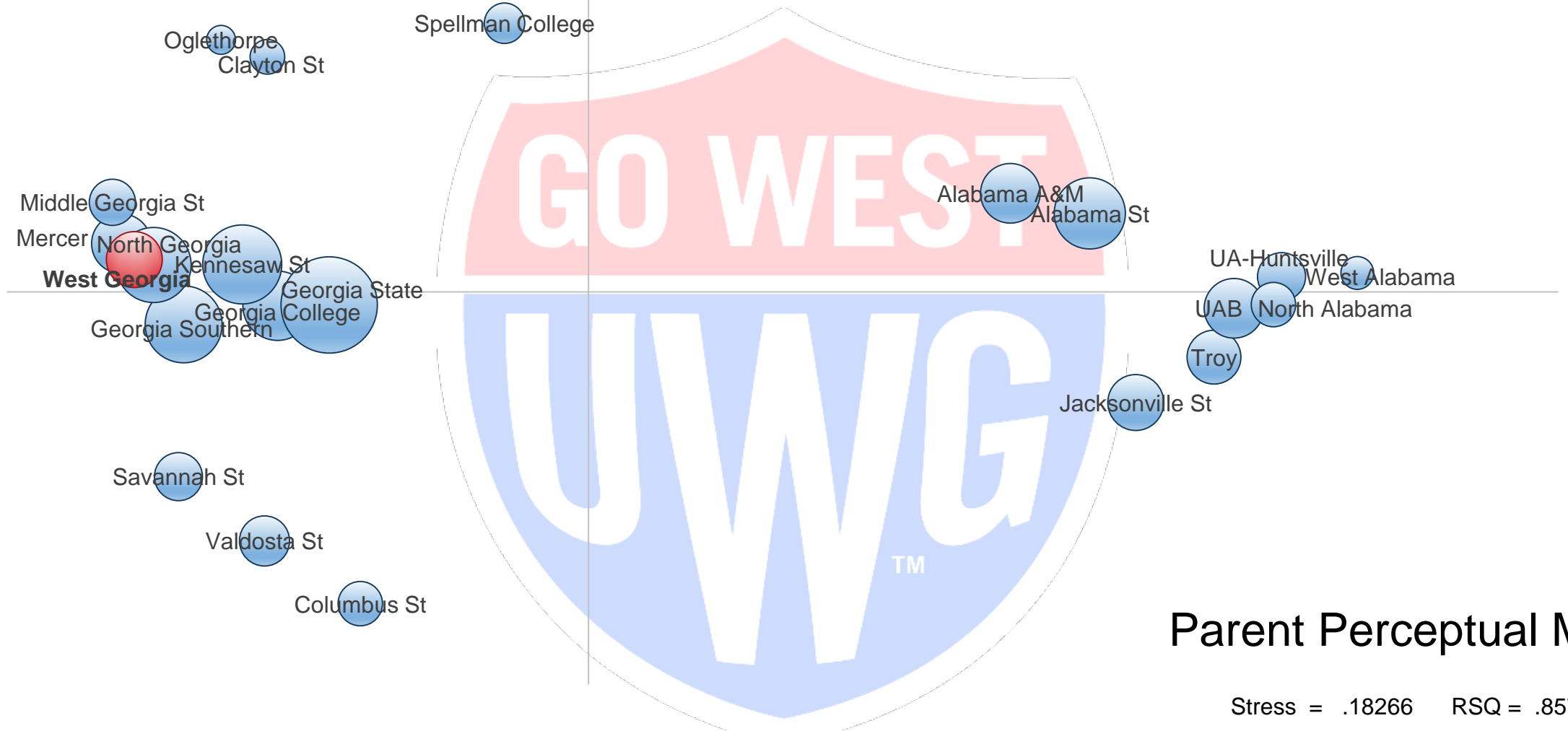
Students tend to perceive UWG in the same sphere as Valdosta St. and Columbus St.



Student Perceptual Map

Stress = .22905 RSQ = .77254

While parents perceive UWG similarly to Mercer, North Georgia, and Middle Georgia

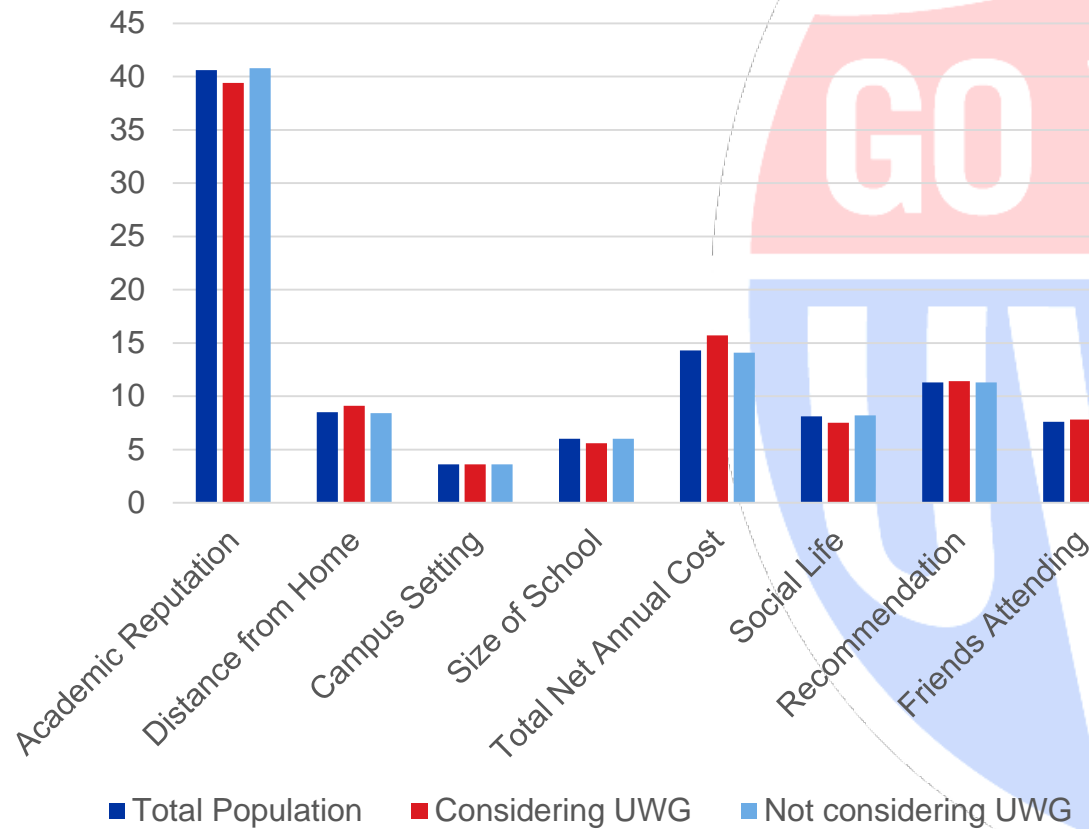


Parent Perceptual Map

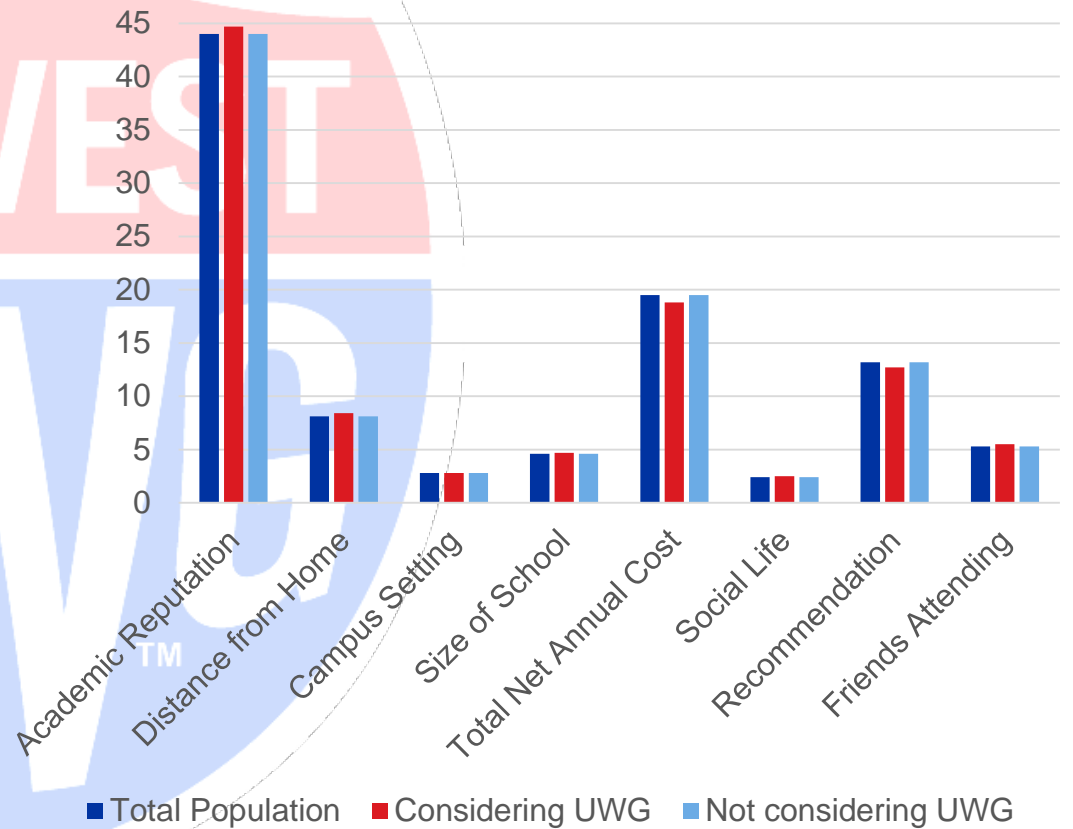
Stress = .18266 RSQ = .85785

Students and parents have similar attitudes towards the factors driving college decision

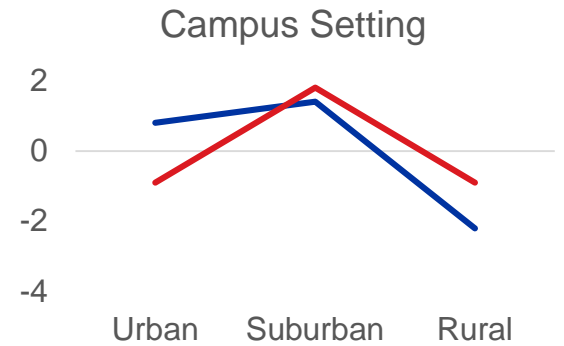
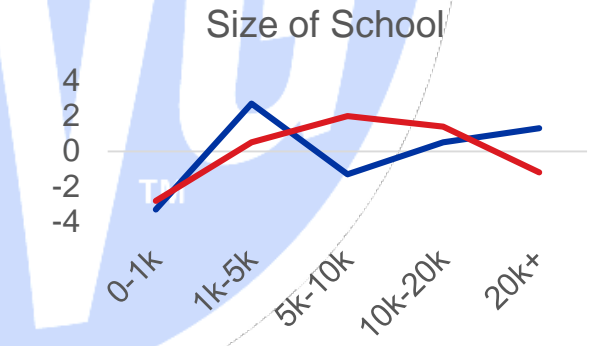
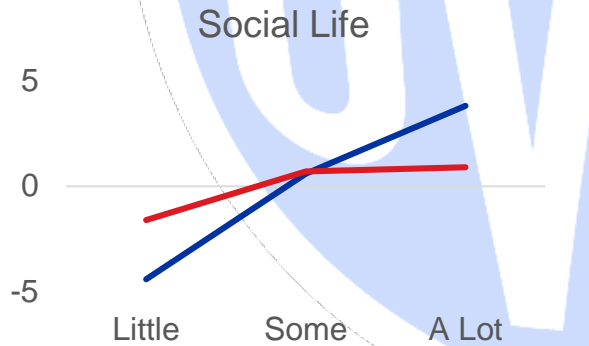
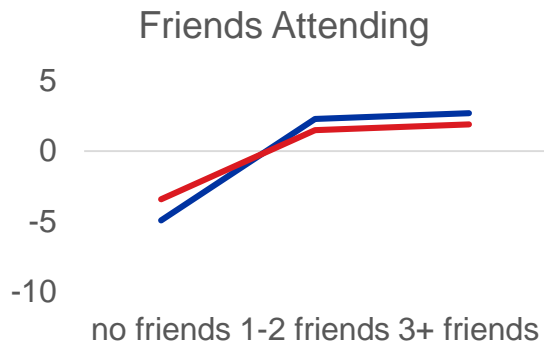
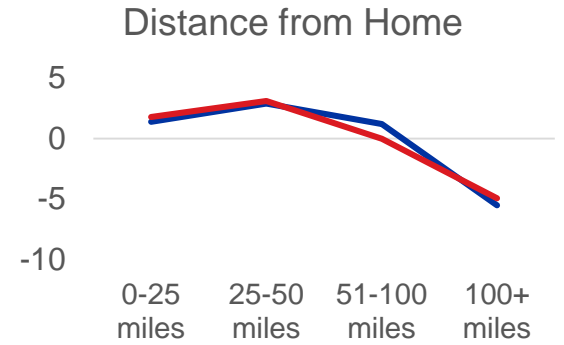
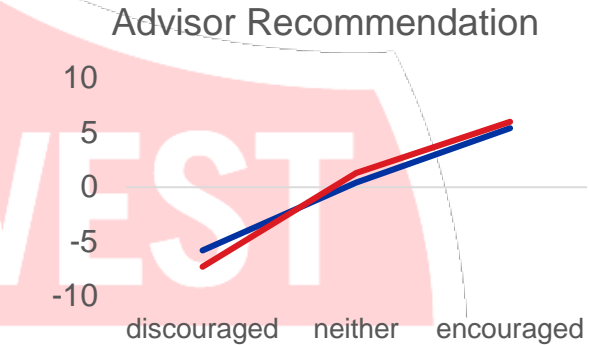
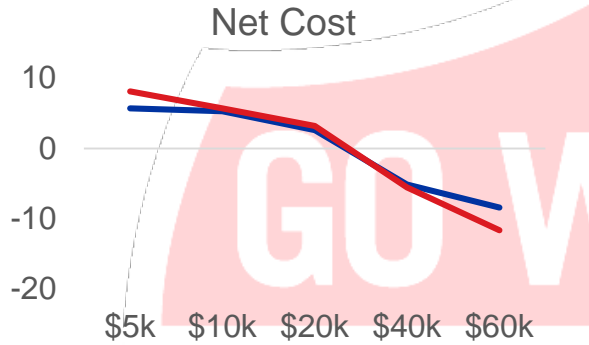
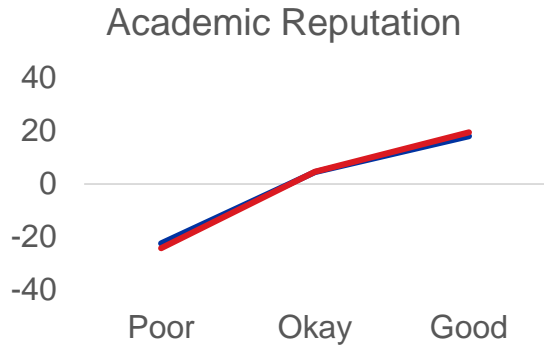
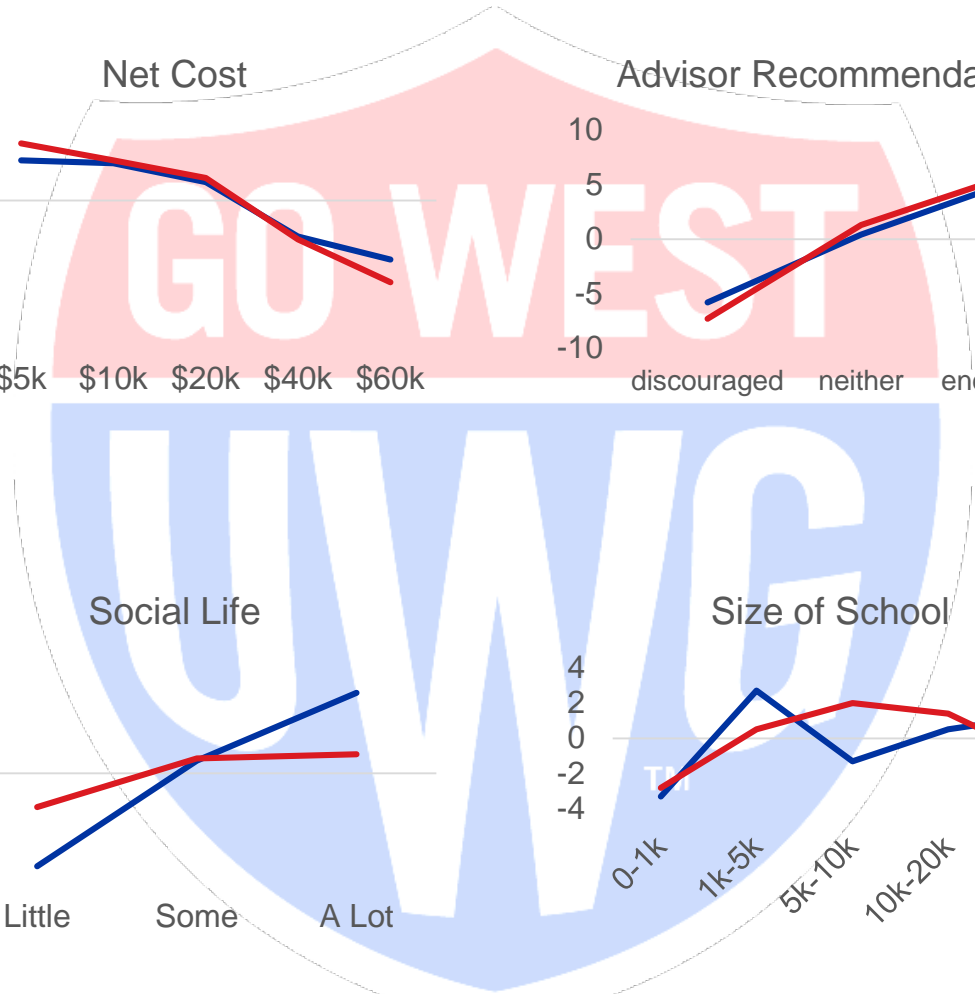
Student Importance Ratings



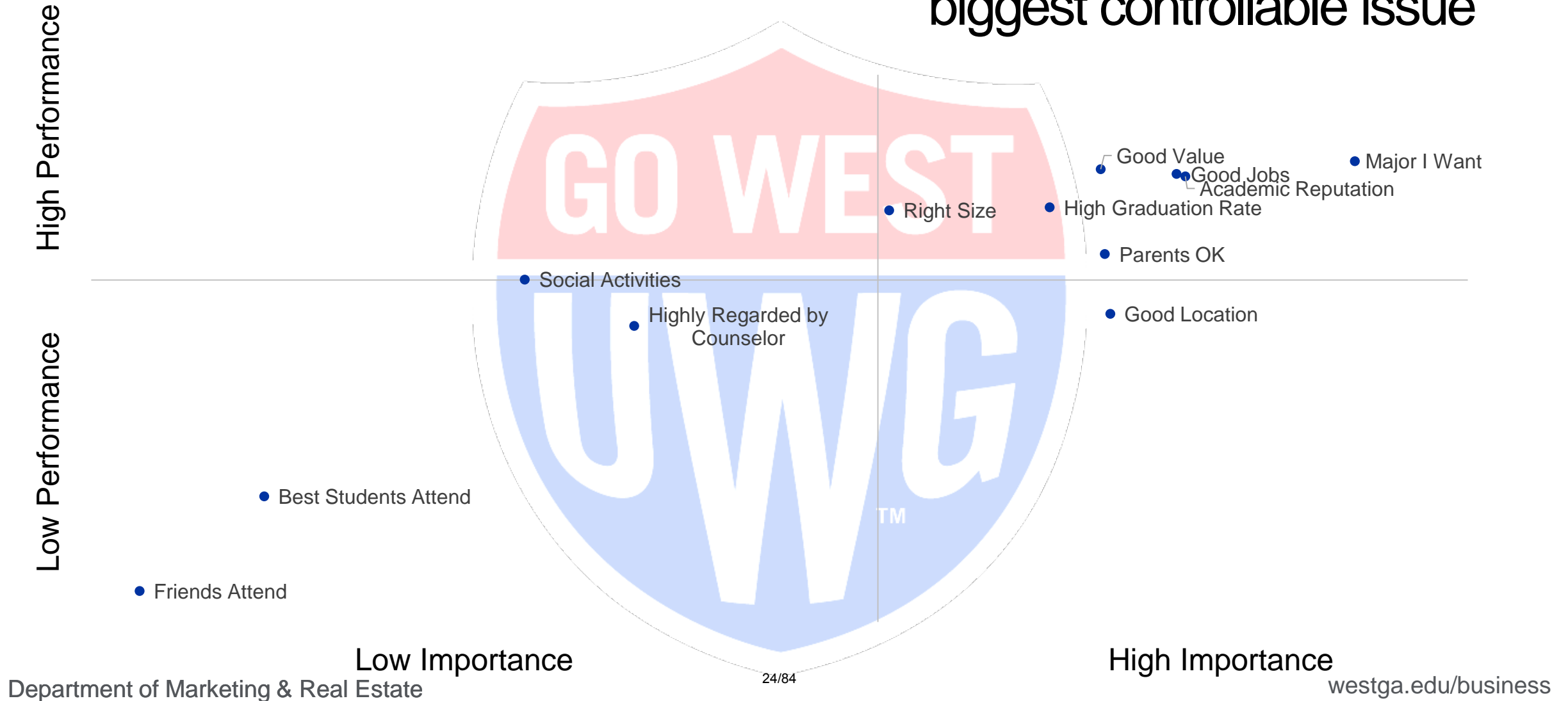
Parent Importance Ratings



Of those not considering UWG, students and parents generally agree on the top five factors



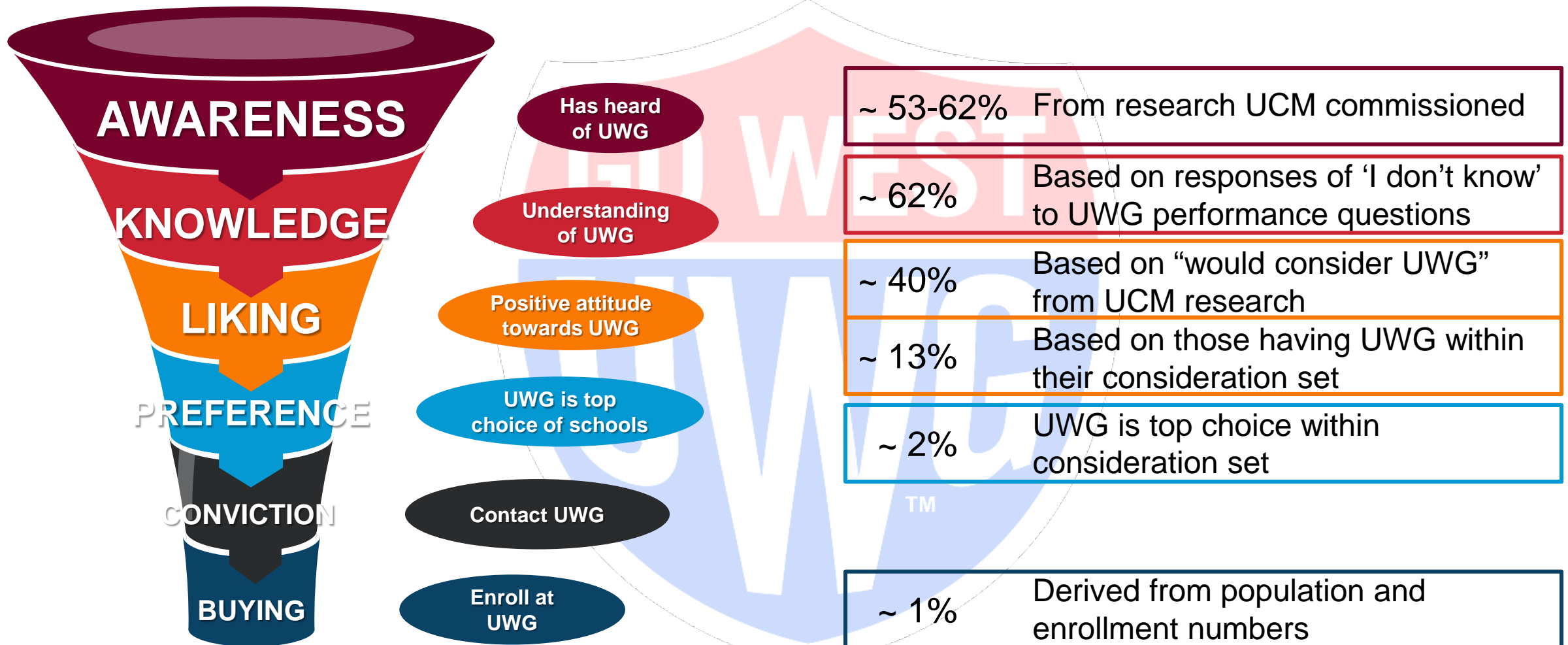
Among students not considering UWG, our standing with guidance counselors is the biggest controllable issue



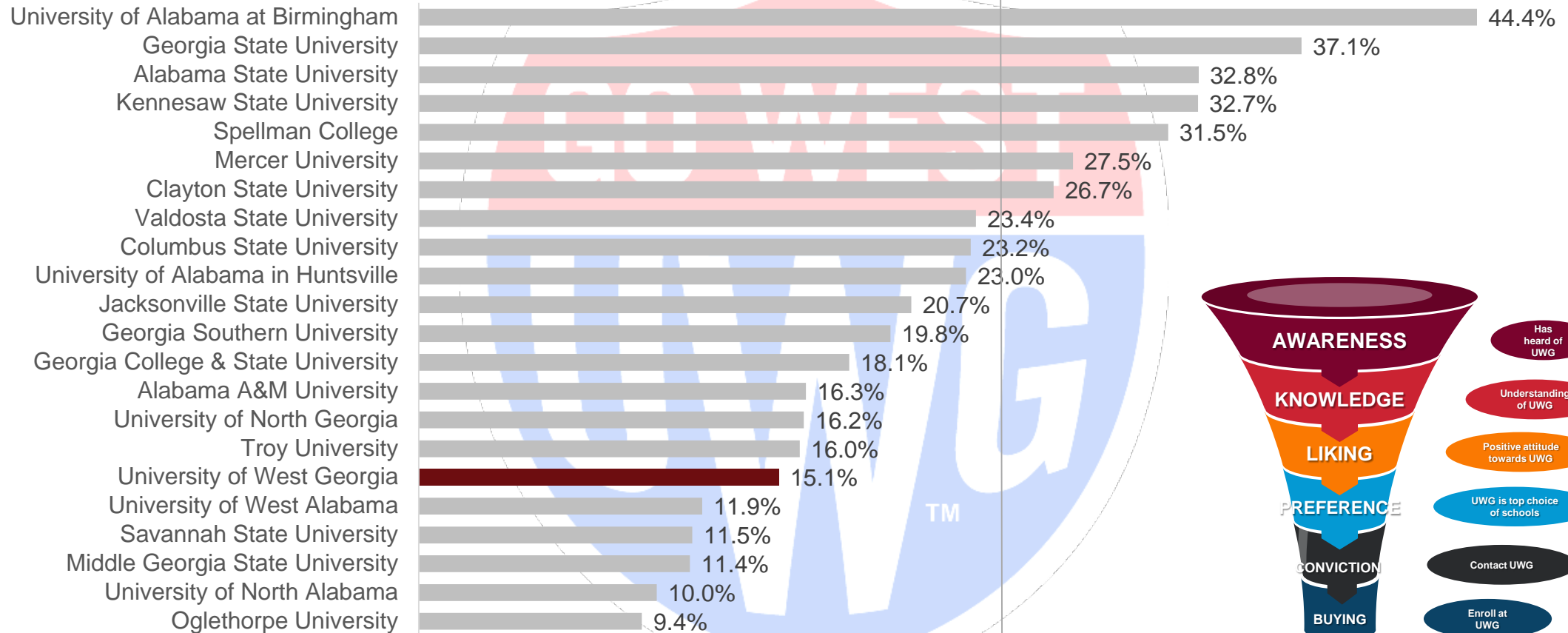


Issue Analysis

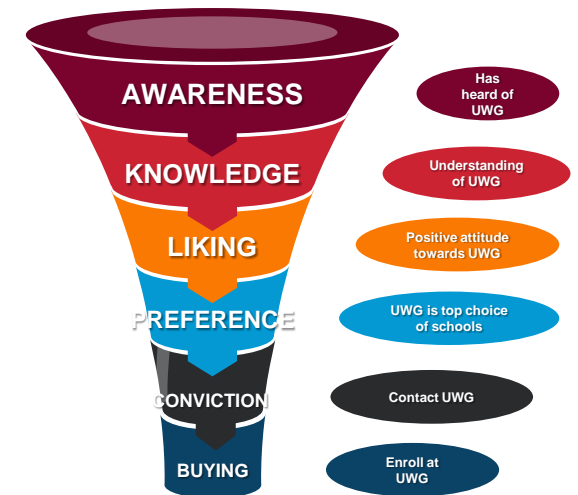
Potential students seem to have little emotional connection with UWG



Conversion rates from Liking (consideration set) to Preference (first choice)



24%



*Why would a high school student
choose UWG?*

Motivation and Segmentation

Three overarching factors are driving college decisions

Reputation

- The college has a very good academic reputation
- The college has the type of major I want
- The college's graduates get good jobs
- The college graduates a high percentage of students

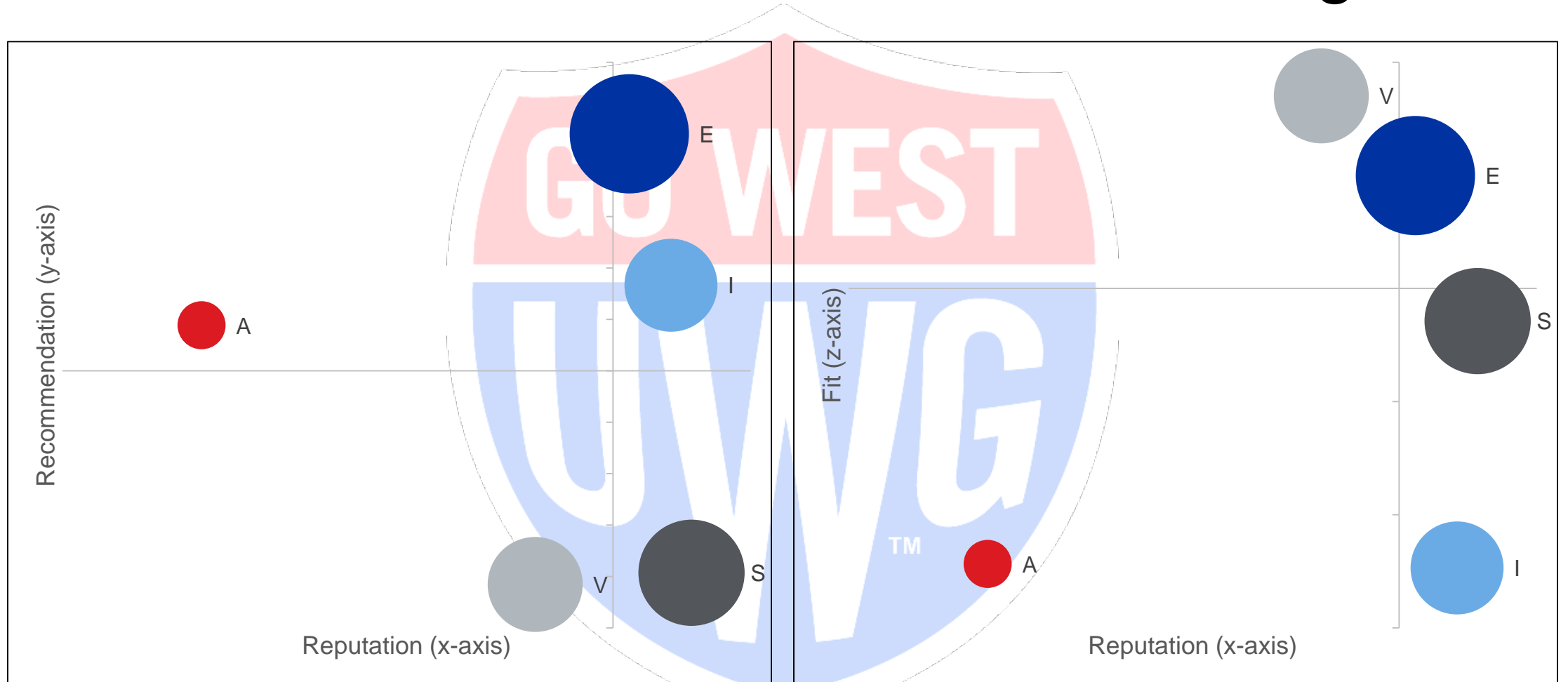
Recommendation

- The best academic students in my high school attend the college
- The college is highly regarded by my teachers/guidance counselor
- I have friends attending the college
- My parents are okay with me attending the college

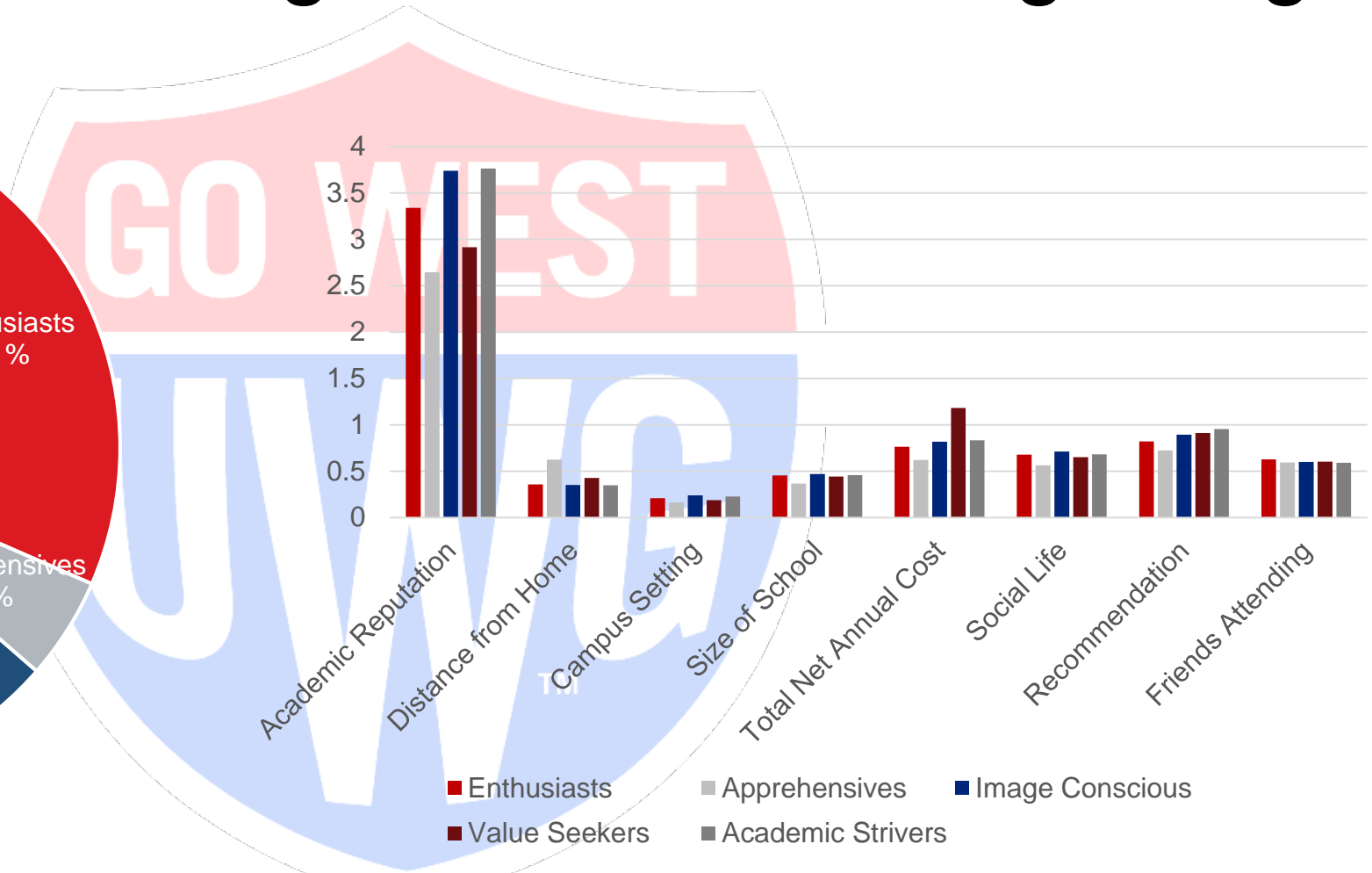
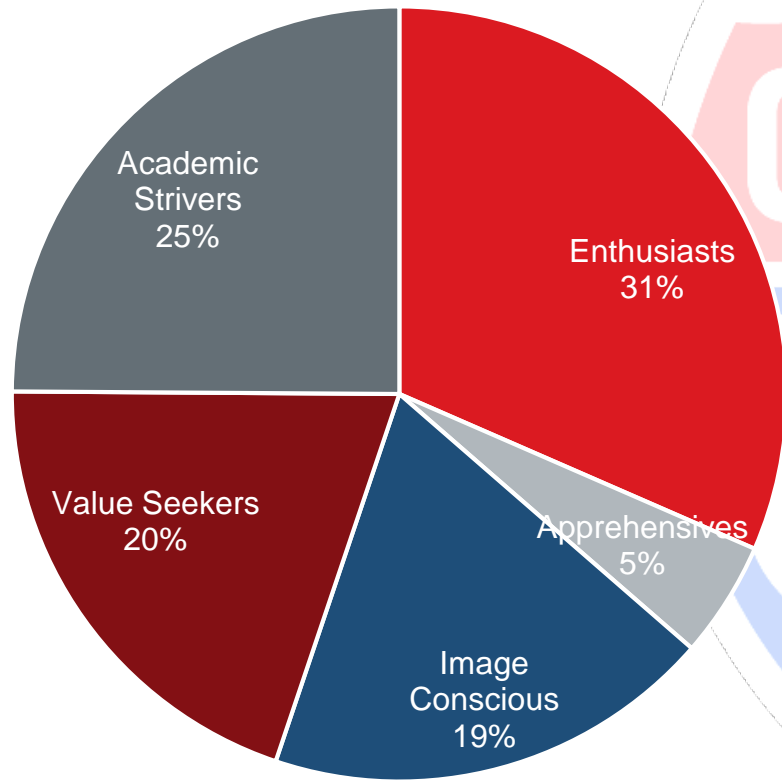
Fit

- The college is in a good location for me
- The college is the right size for me
- The cost of attending the college is a good value

Students cluster around five distinct segments

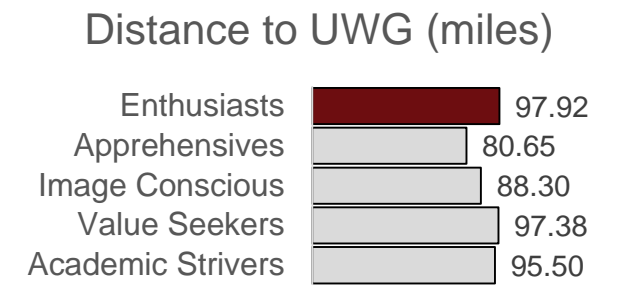
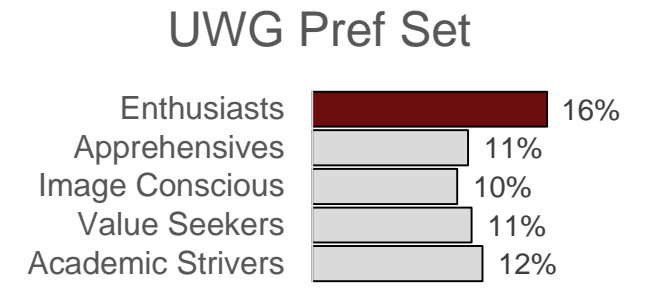
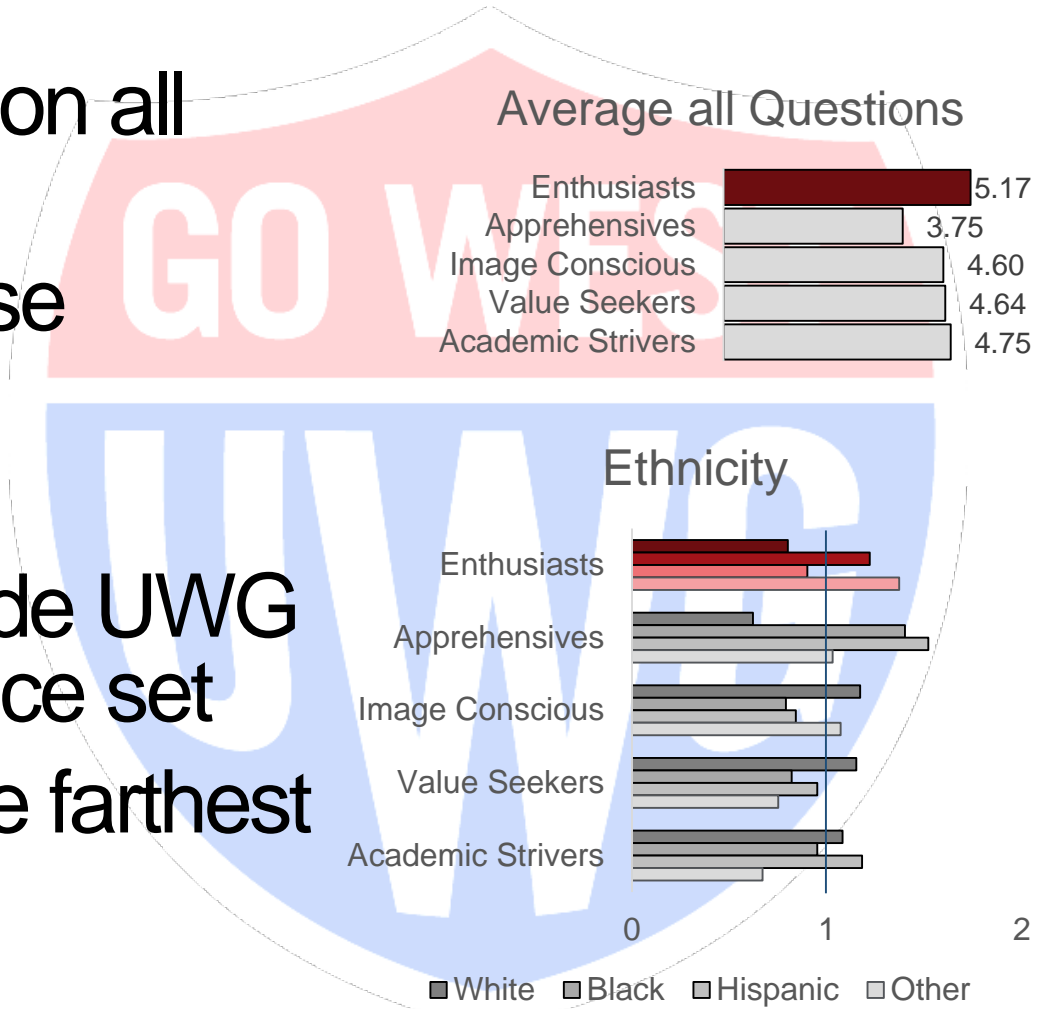


Five different motivation-driven segments for attending college

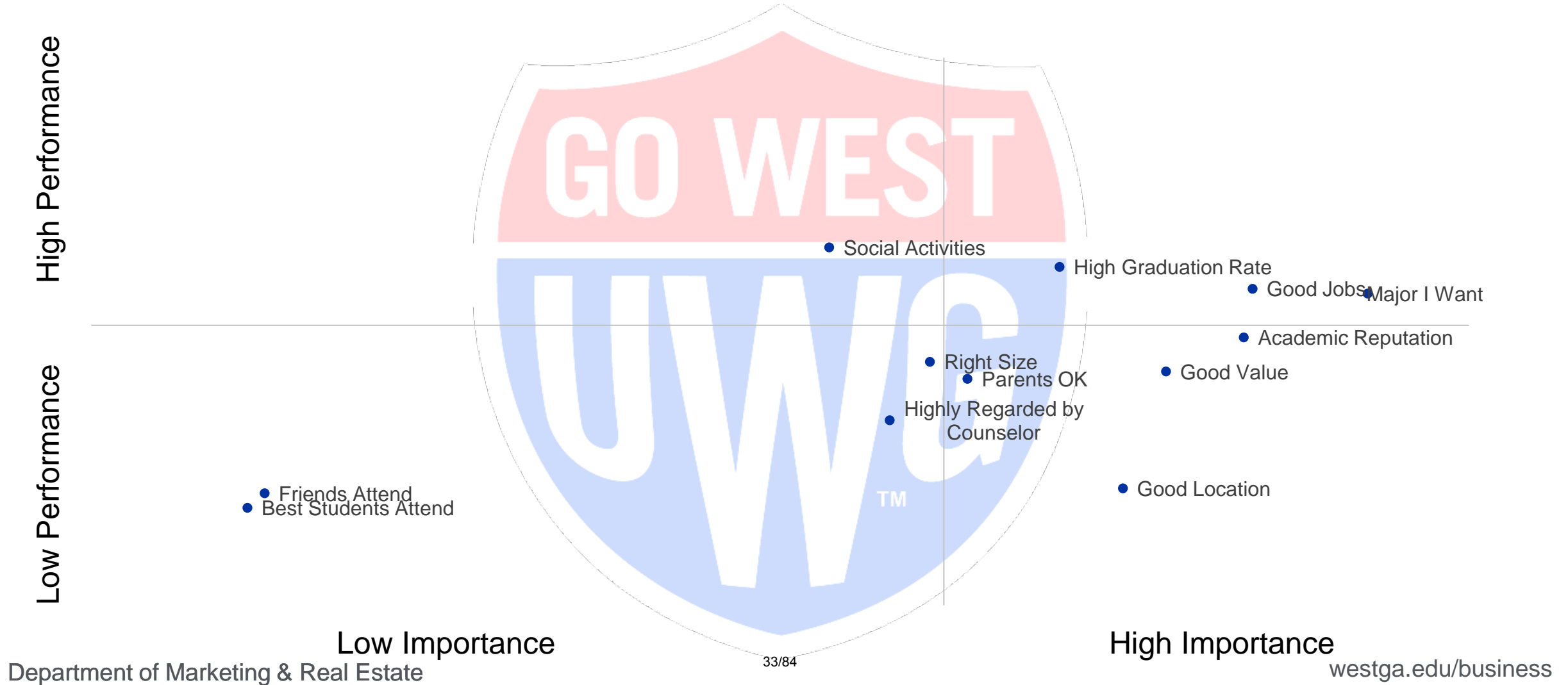


Enthusiasts

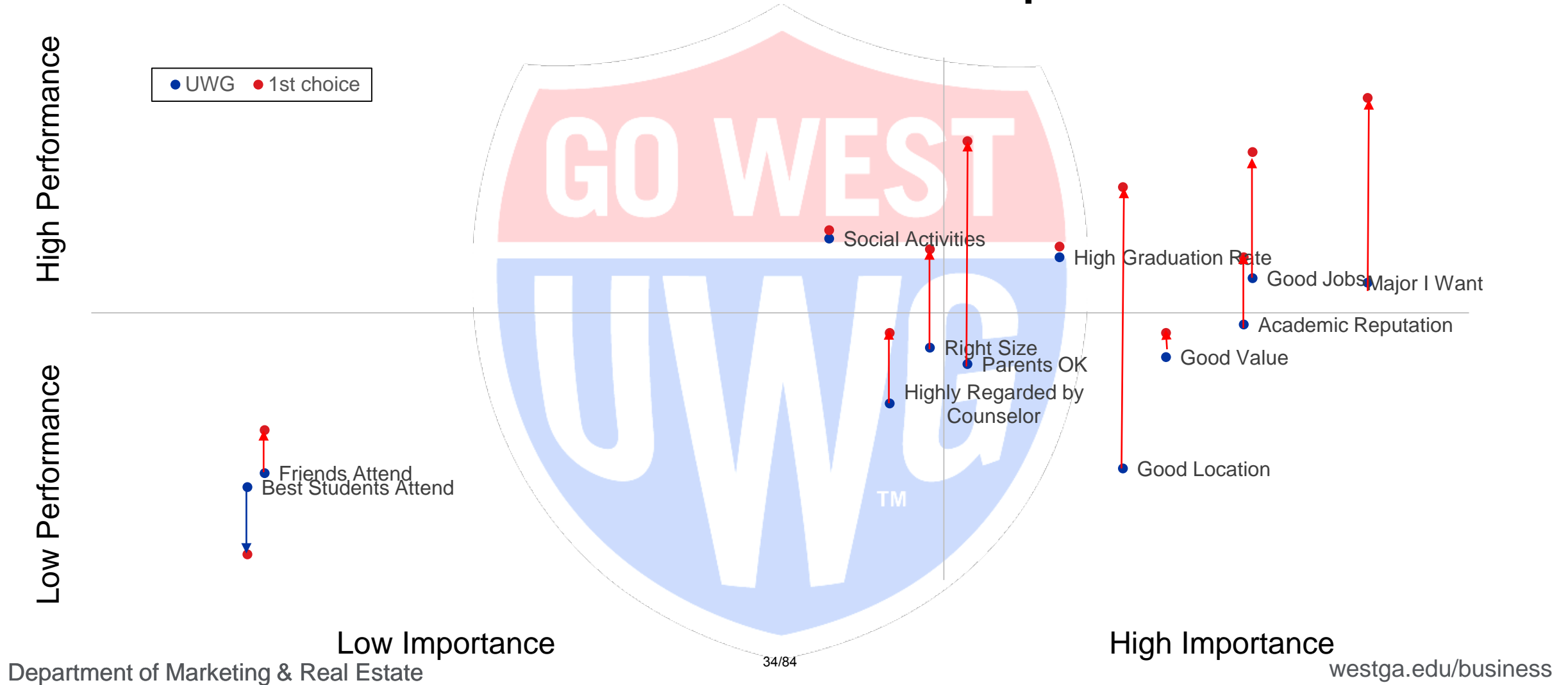
- Highest scores on all questions
- Ethnically diverse
- 31% of (target) population
- One in six include UWG in their preference set
- On average, live farthest from UWG



This is how Enthusiasts view UWG



This is how Enthusiasts view their preferred school



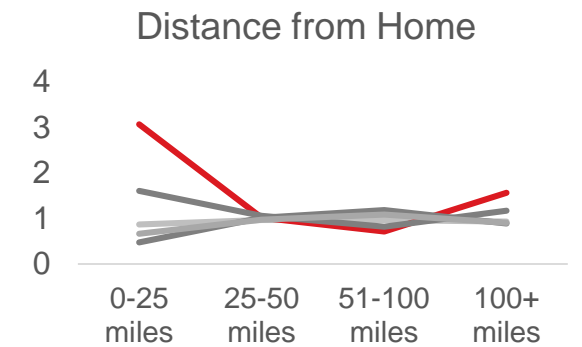
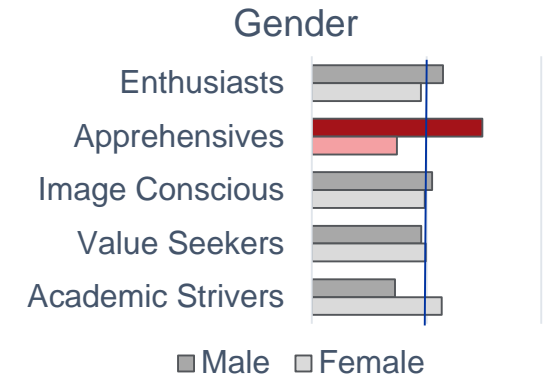
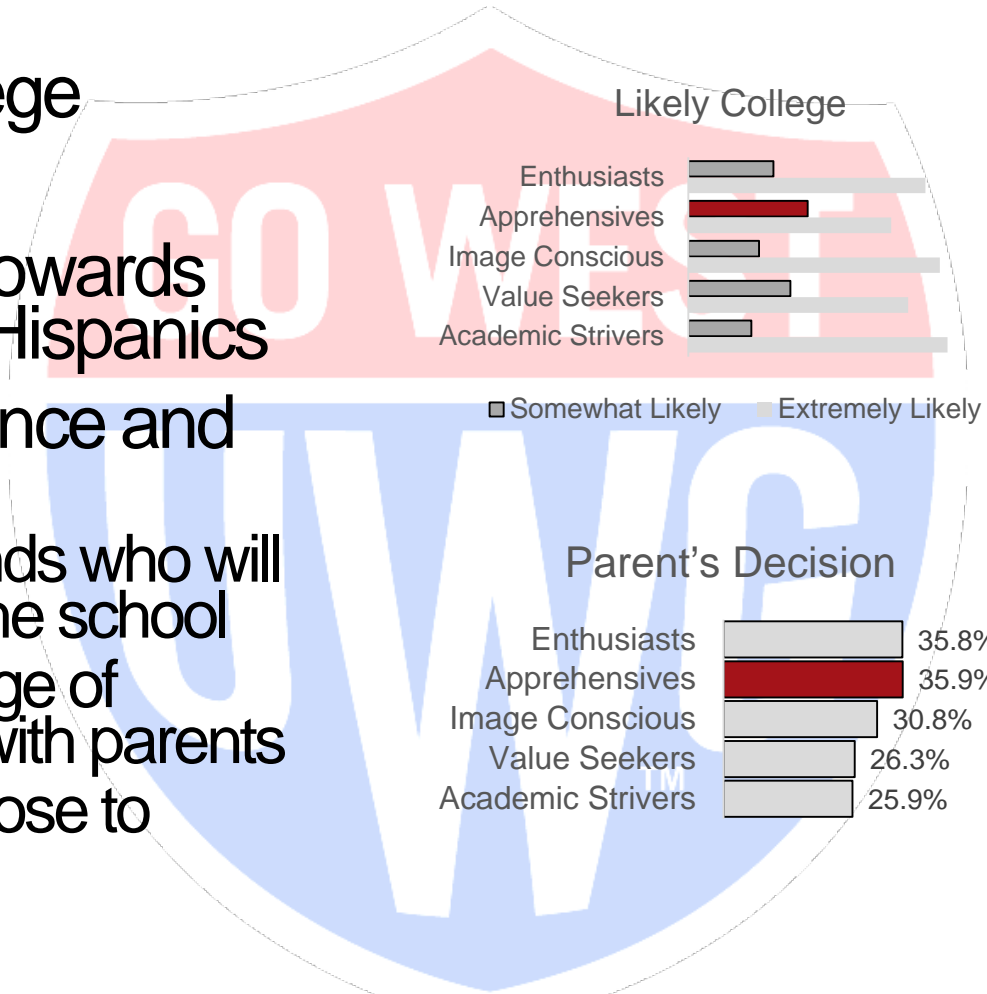
Enthusiasts Top Choices

University	Share
Georgia State University	43%
Kennesaw State University	31%
Georgia Southern University	29%
University of North Georgia	27%
Alabama State University	22%
<i>University of West Georgia</i>	16%

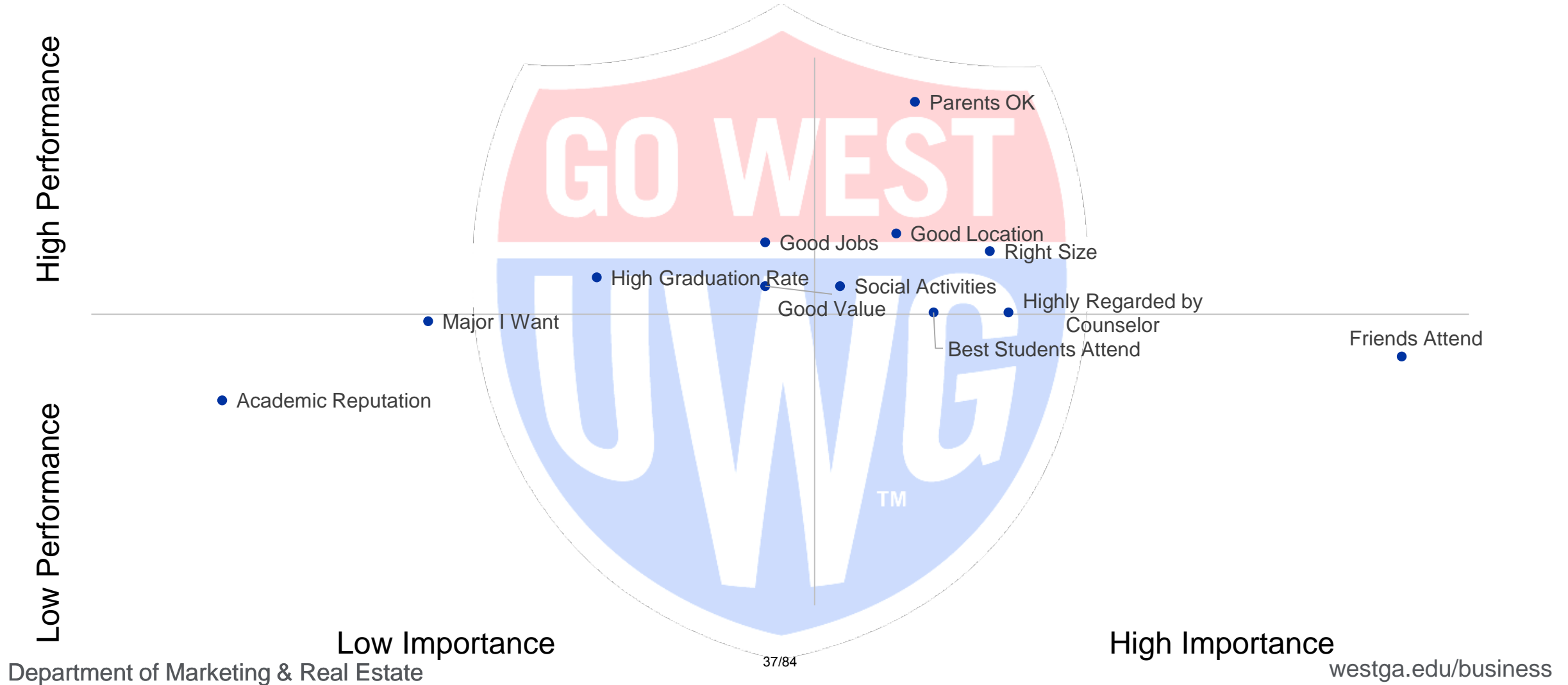
Schools with largest share of Enthusiasts

University	Share
University of West Georgia	40%
Spellman College	40%
Valdosta State University	39%
Kennesaw State University	39%
University of North Georgia	38%

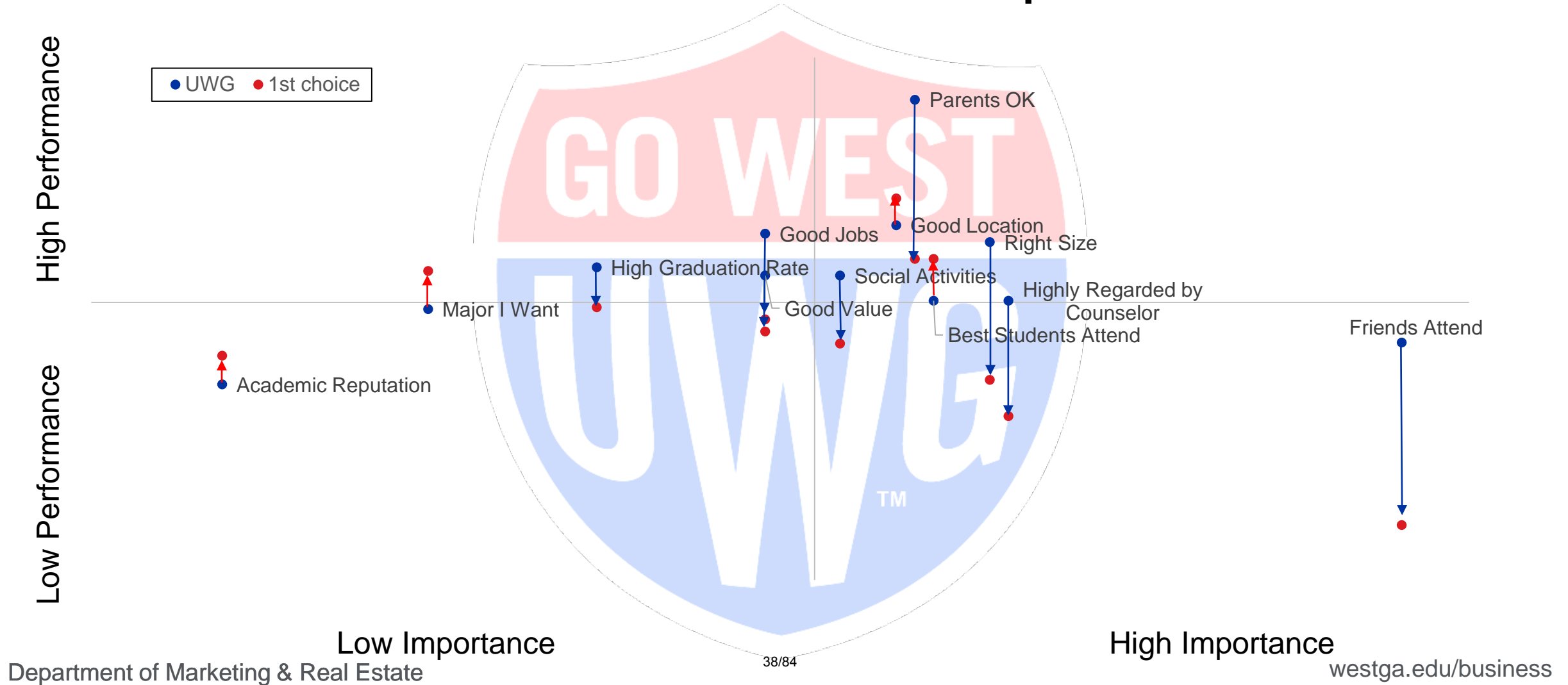
- Unsure about college
- 5% of population
- Heavily weighted towards men, Blacks, and Hispanics
- Looking for assurance and safety
 - Motivated by friends who will be or already at the school
 - Highest percentage of college decision with parents
 - Looking to stay close to home



This is how Apprehensives view UWG



This is how Apprehensives view their preferred school



Apprehensives Top Choices

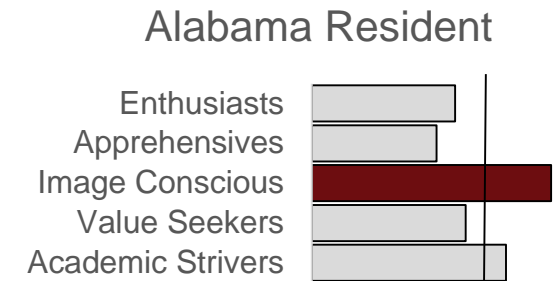
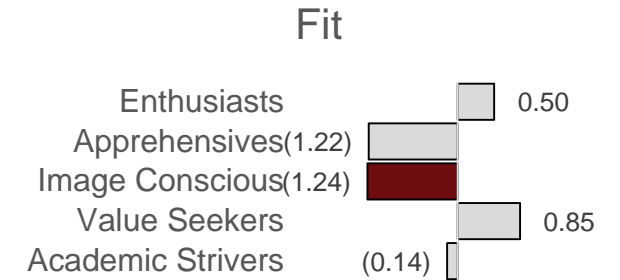
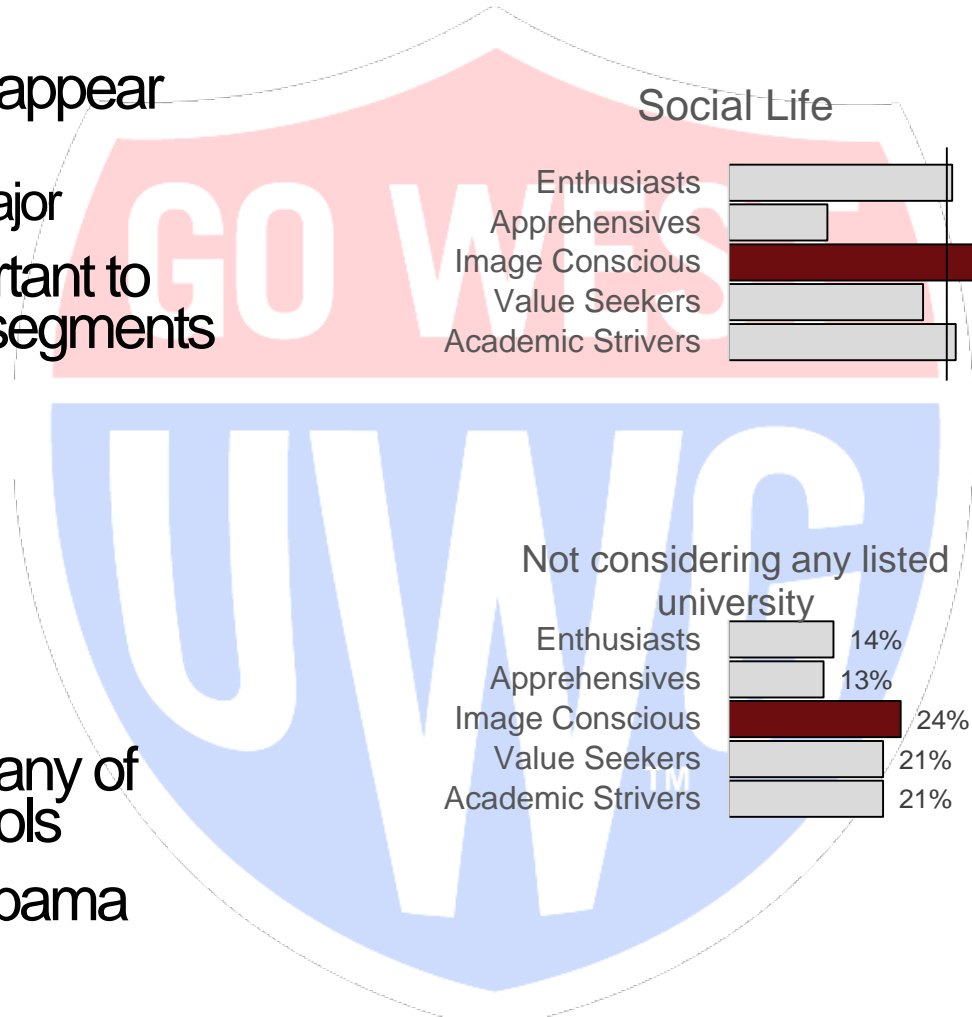
University	Share
Georgia State University	35%
Georgia College & State University	28%
Alabama A&M University	24%
Alabama State University	24%
Georgia Southern University	22%
<i>University of West Georgia</i>	11%

Schools with largest share of Apprehensives

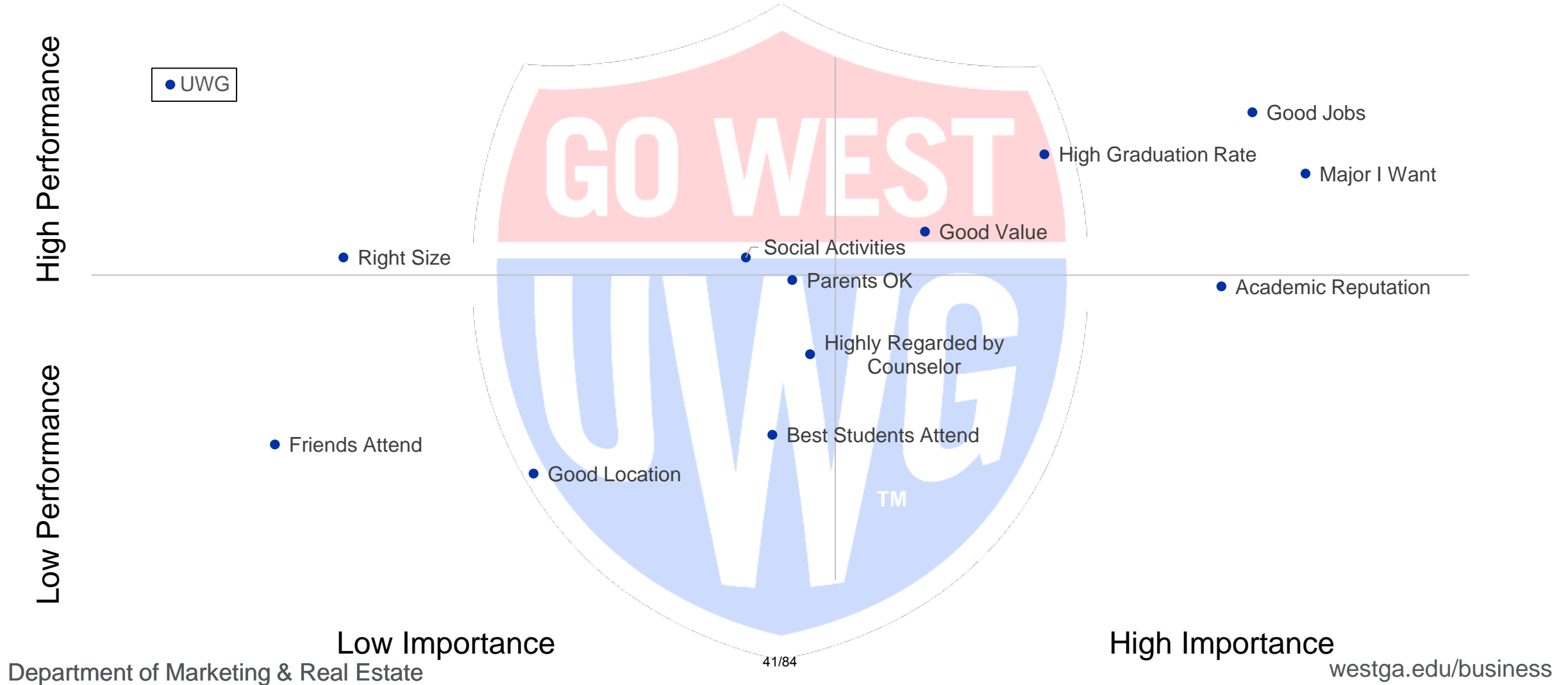
University	Share
University of West Alabama	9%*
Middle Georgia State University	9%*
Alabama A&M University	8%
Georgia College & State University	7%
Alabama State University	6%
<i>University of West Georgia</i>	4%*

* n≤10

- Motivated by how they appear to others
 - Good schools, right major
- Social life is more important to them than to the other segments
- Not concerned about fit
- 19% of population
- Preference for mid-size university
- Least diverse segment
- Least likely to consider any of competitor (listed) schools
- More likely to live in Alabama



This is how Image Conscious view UWG



This is how Image Conscious view their preferred school

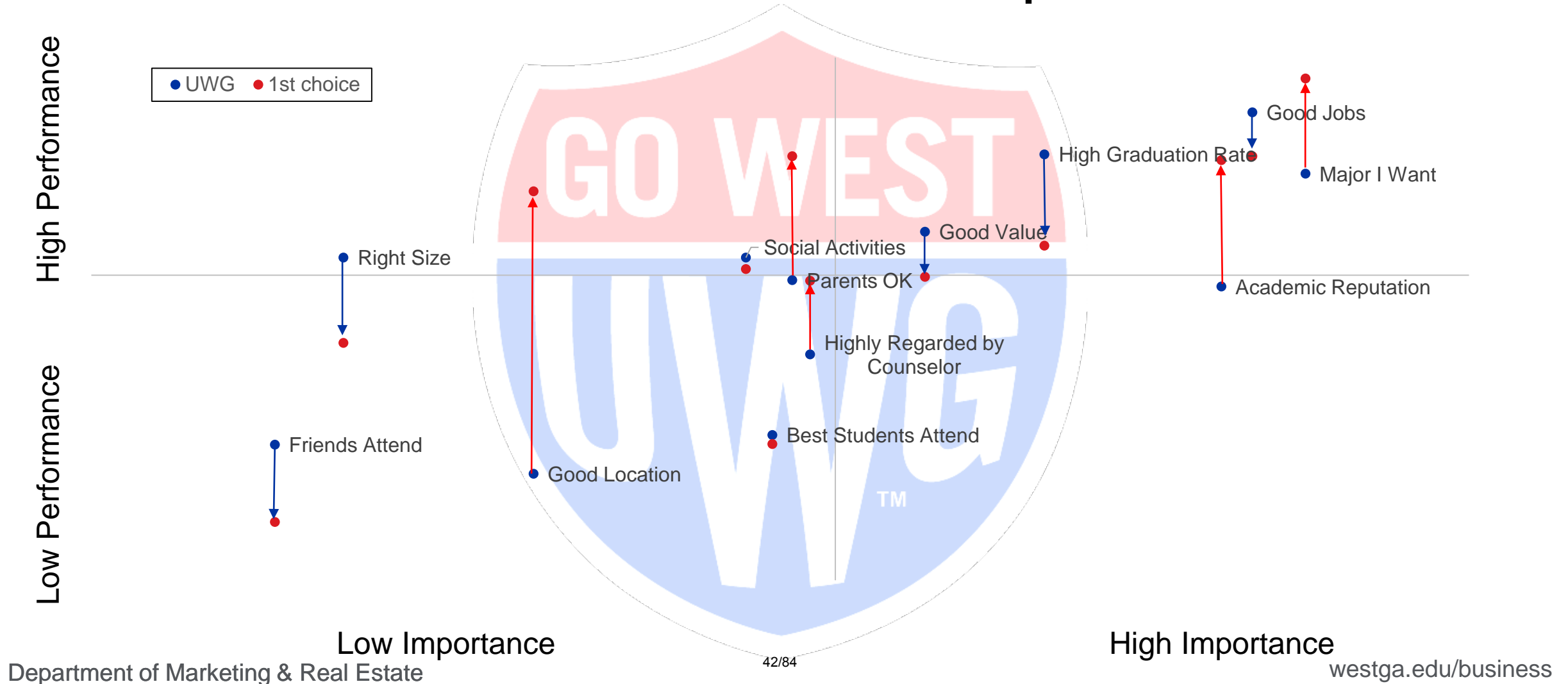


Image Conscious Top Choices

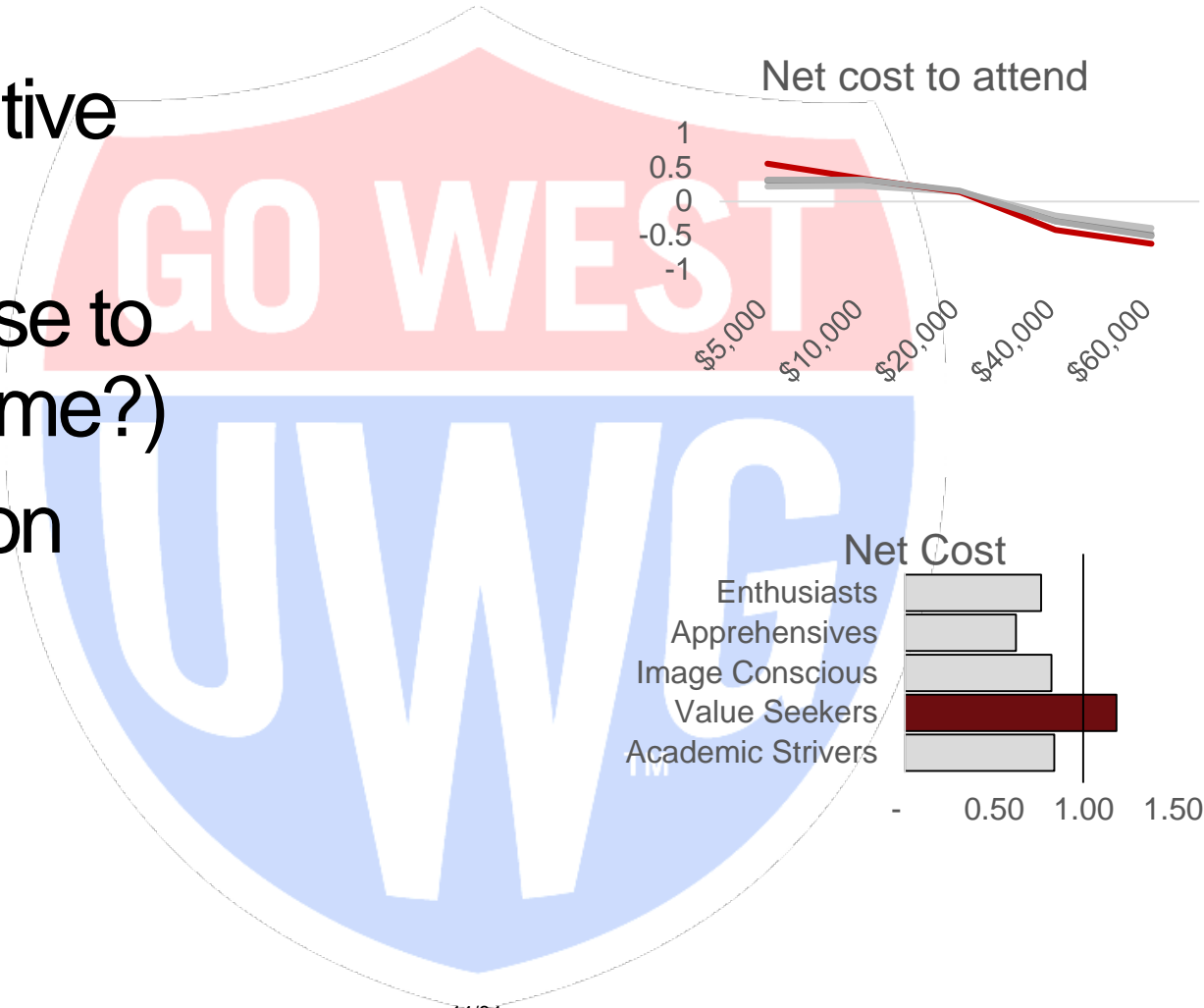
University	Share
Georgia State University	29%
Georgia College & State University	20%
Alabama State University	20%
Georgia Southern University	20%
University of North Georgia	19%
<i>University of West Georgia</i>	10%

Schools with largest share of Image Conscious

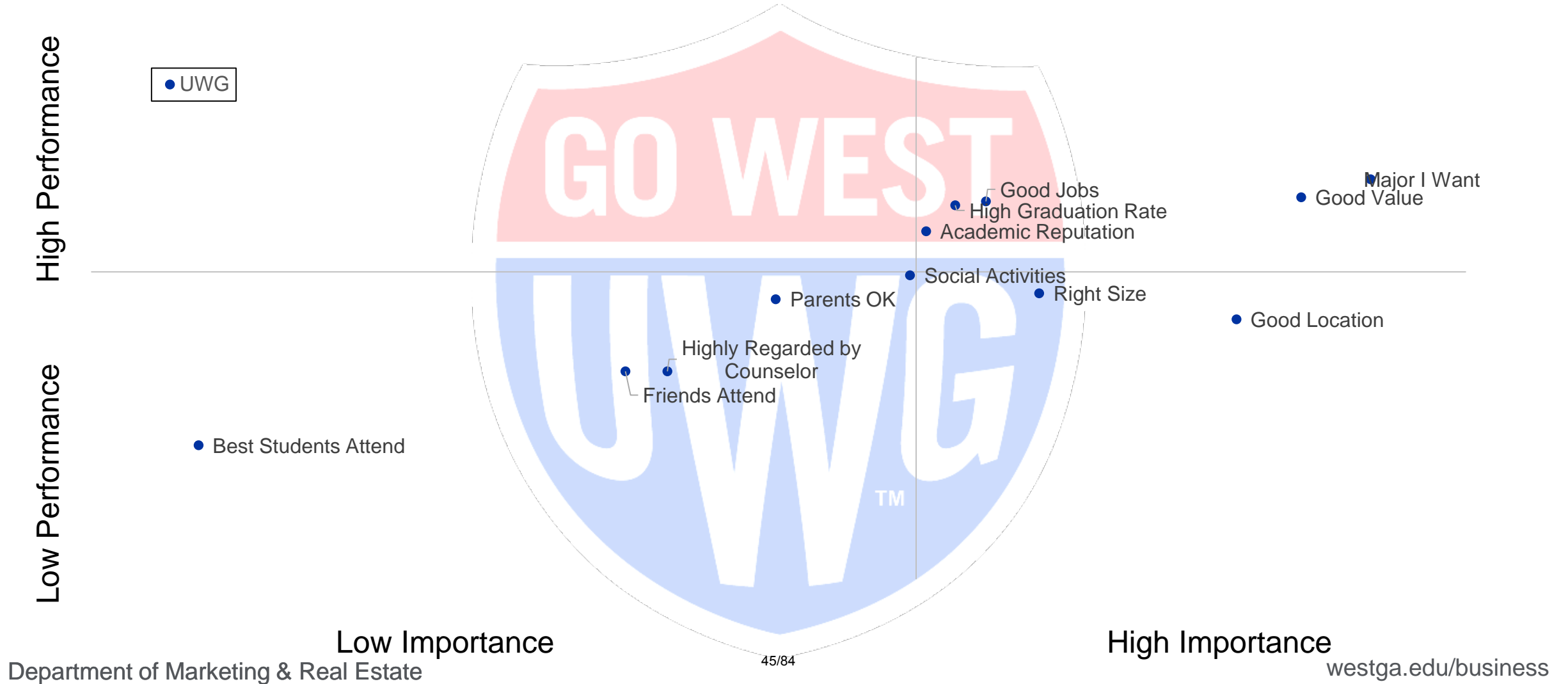
University	Share
University of Alabama in Huntsville	31%
University of North Alabama	30%
Oglethorpe University	25%*
University of West Alabama	23%
Jacksonville State University	22%
<i>University of West Georgia</i>	15%

* n≤10

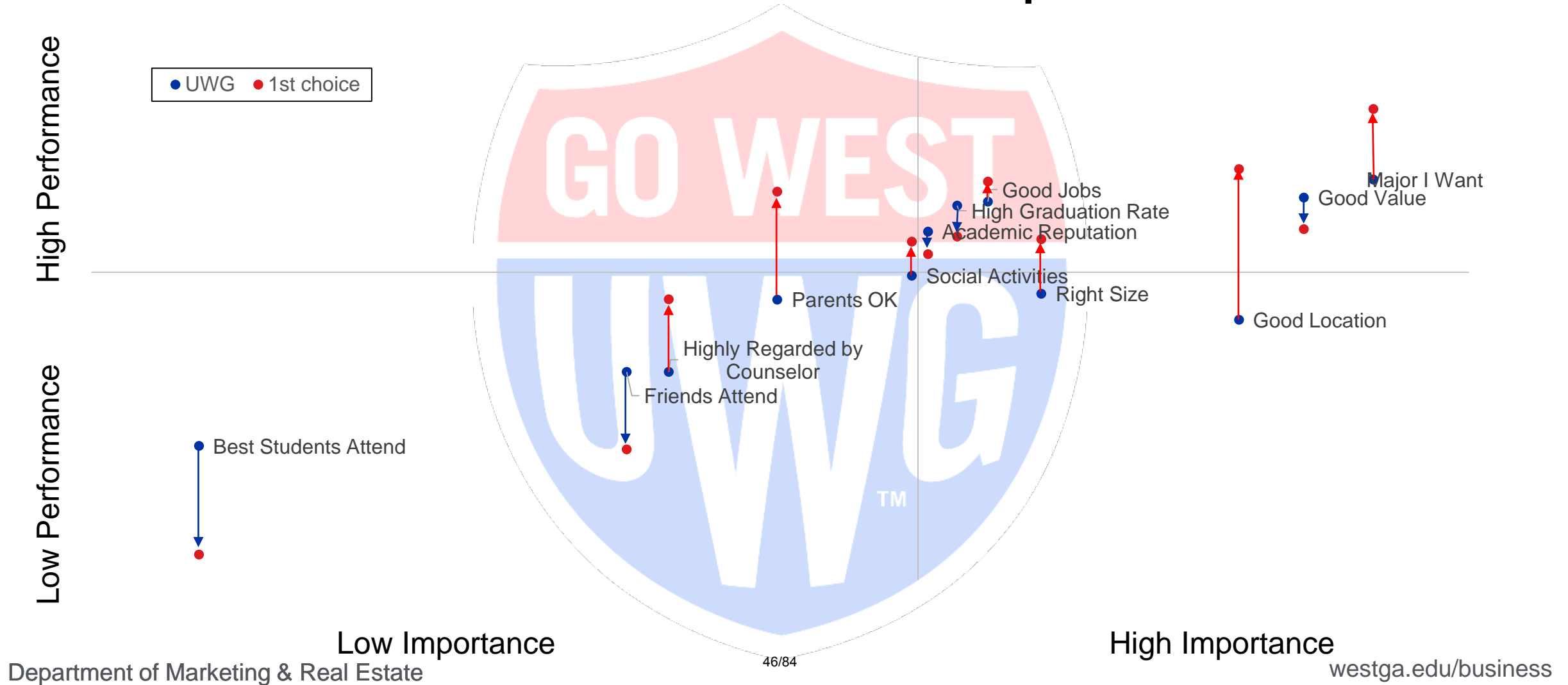
- Most price sensitive segment
- Want to stay close to home (live at home?)
- 20% of population
- Not diverse



This is how Value Seekers view UWG



This is how Value Seekers view their preferred school



Value Seekers Top Choices

University	Share
Georgia State University	38%
Kennesaw State University	26%
University of North Georgia	23%
Georgia Southern University	21%
Alabama State University	19%
<i>University of West Georgia</i>	11%

Schools with largest share of Value Seekers

University	Share
Oglethorpe University	31%*
Savannah State University	27%
Clayton State University	23%
University of North Alabama	21%
University of West Alabama	21%
<i>University of West Georgia</i>	17%

* n≤10

Academic Strivers

- Most motivated by the school's reputation
 - Motivated by value but not price sensitive (best ROI?)
- 25% of population
- More likely to be women
- Highest self-reported GPA
- Most likely to have taken SAT/ACT

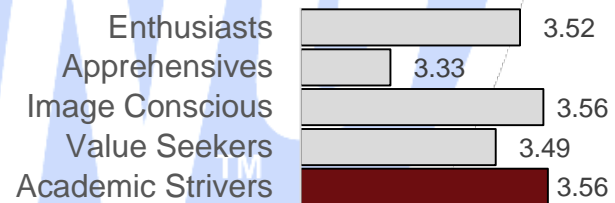
School's Reputation



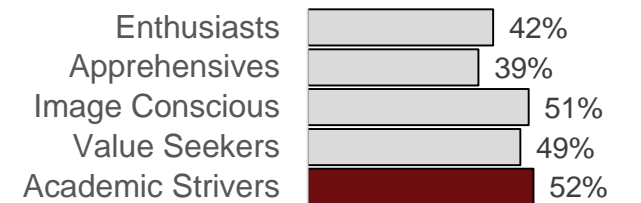
Women



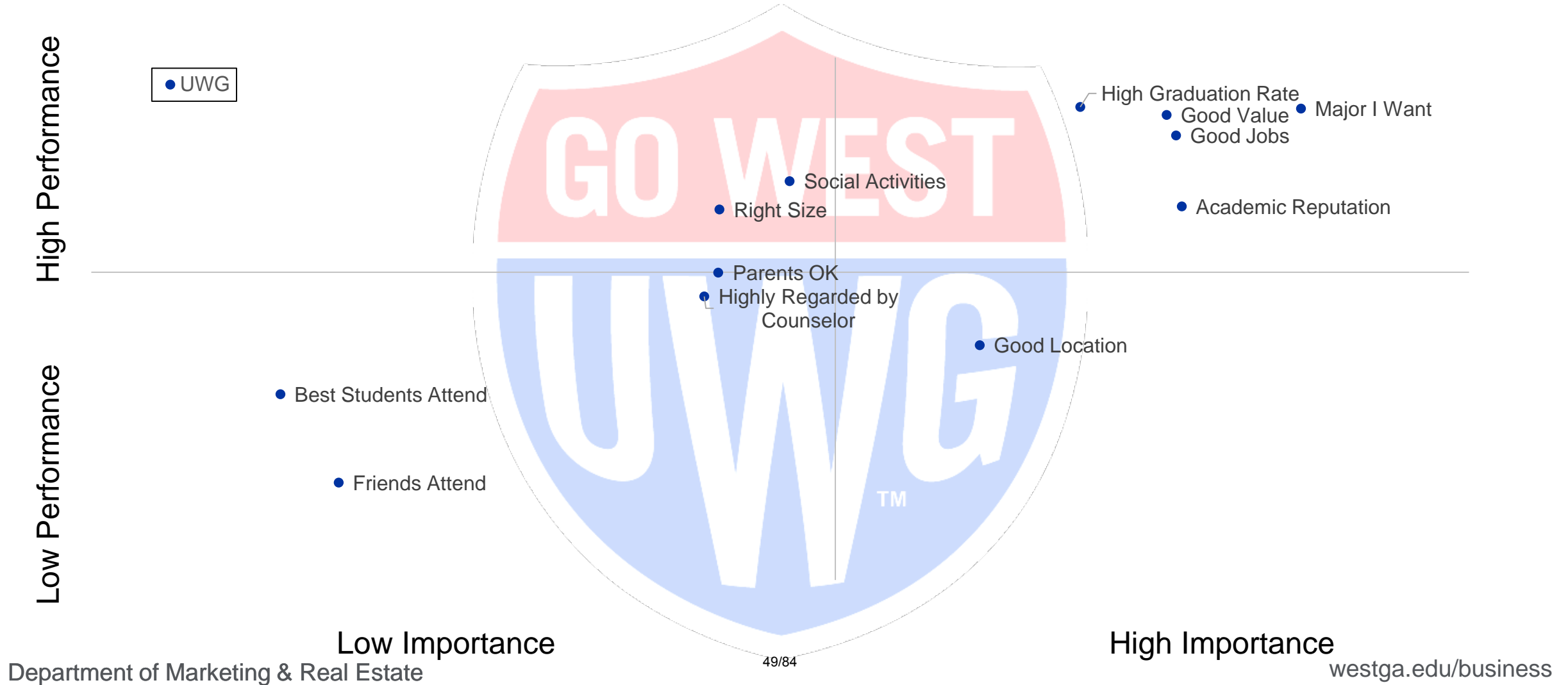
GPA



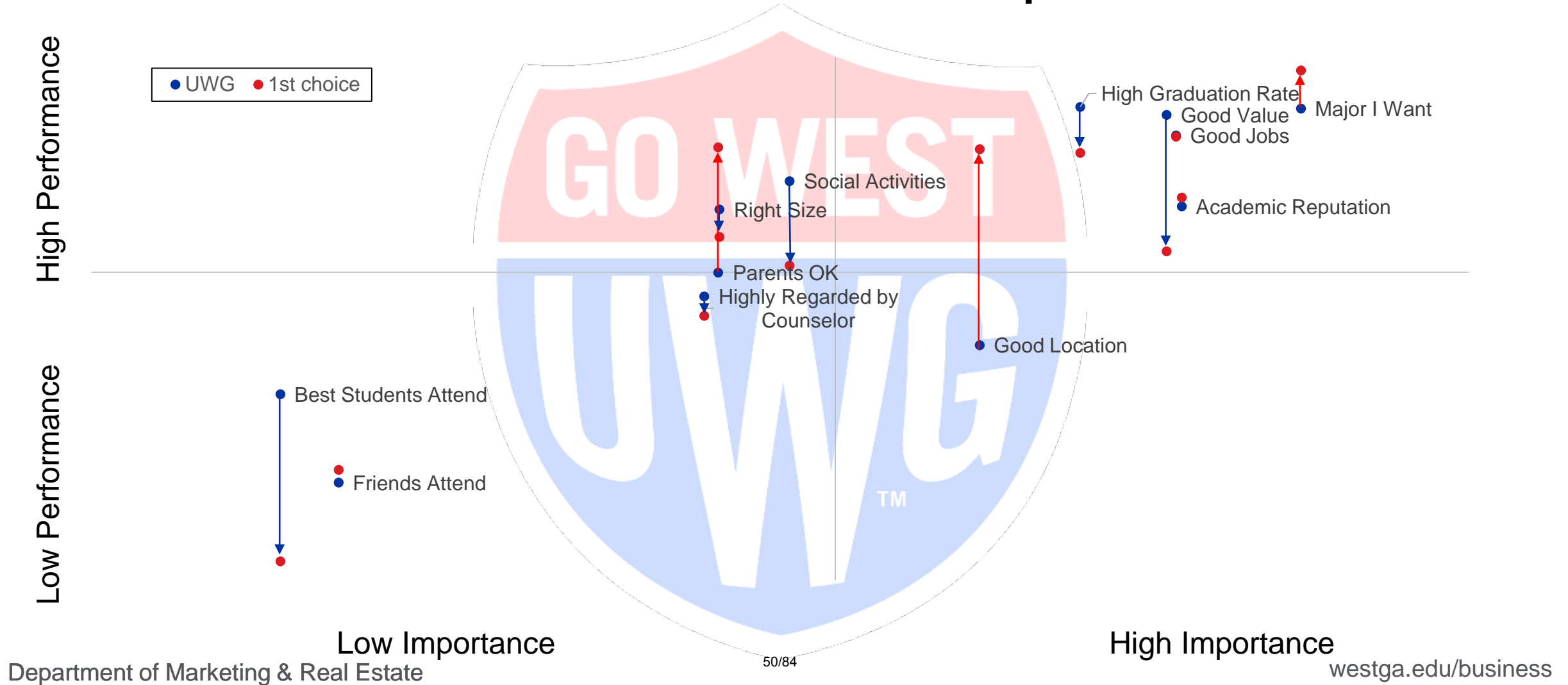
Taken SAT/ACT



This is how Academic Strivers view UWG



This is how Academic Strivers view their preferred school



Academic Strivers Top Choices

University	Share
Georgia State University	40%
Kennesaw State University	26%
Georgia Southern University	25%
University of North Georgia	21%
Alabama State University	18%
<i>University of West Georgia</i>	12%

Schools with largest share of Academic Strivers

University	Share
Savannah State University	31%
Troy University	30%
Spellman College	28%
University of Alabama at Birmingham	28%
Mercer University	27%
<i>University of West Georgia</i>	23%

Recommendations



What segments of prospective students are good fits for UWG but are not considering us?

Segments to target (in order)

1. Academic Strivers

Biggest issue is location (average distance to UWG 95.5 miles)

2. Image Conscious

Gaps exist but may be manageable.

3. Enthusiasts

Worst fit with UWG but relatively large interest

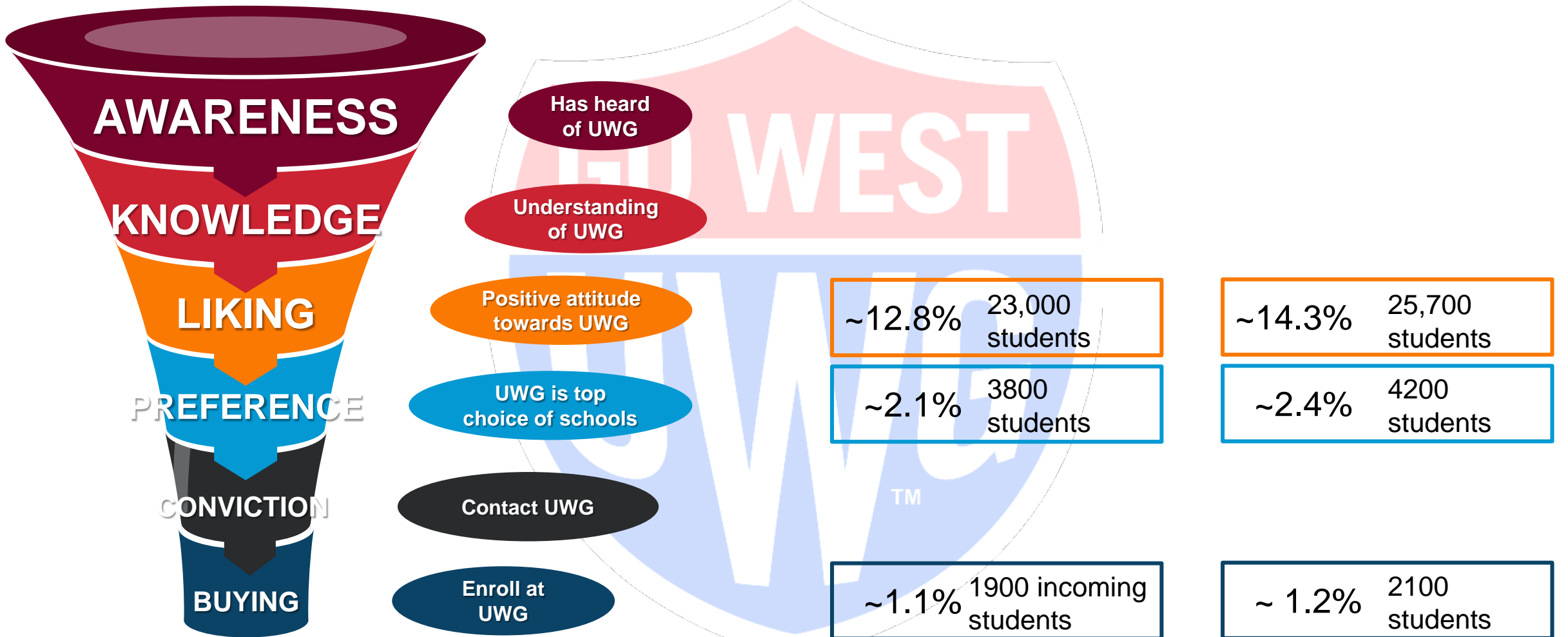
4. Value Seekers

It seems unlikely we can attract many more than we already have

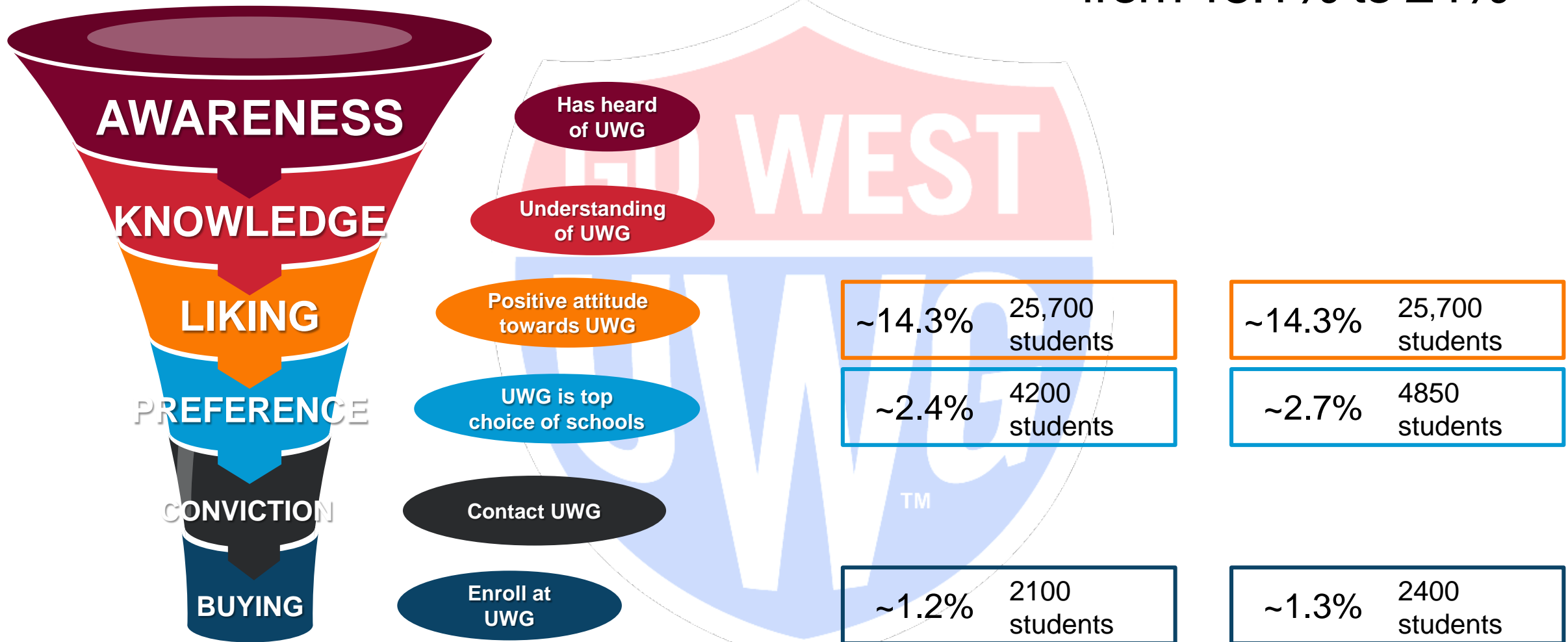
5. Apprehensives

Very small, uncommitted, and, like Value Seekers, little room for more penetration

If we were to target Academic Strivers, and increased consideration set from 12% to 18%



And if we were to increase Academic Strivers conversion rates from liking to preference from 15.1% to 24%



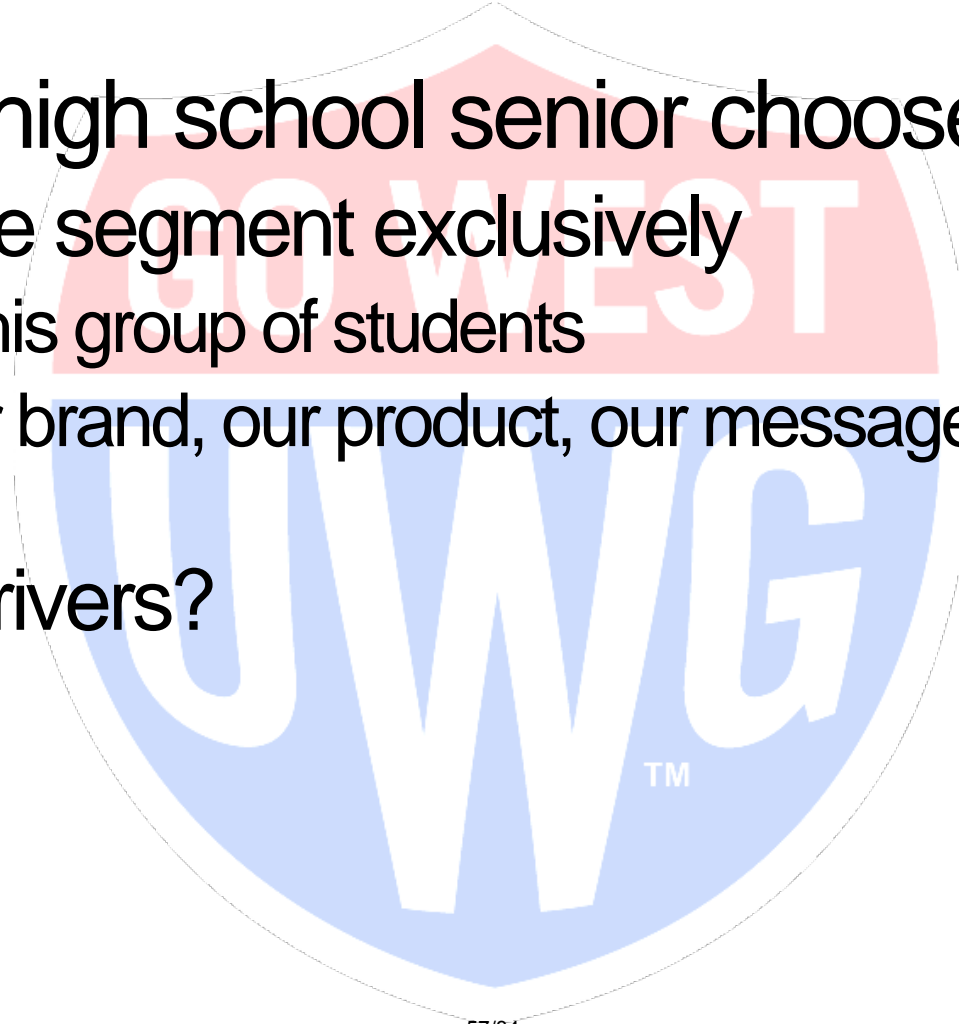
Can we identify and target these potential students?

Meaningful versus Actionable segmentation

- **Meaningful**
 - Redirection of marketing communications
 - UCM should have a better sense of how to position the messaging
- **Actionable**
 - Based on what demographic data that Admissions has on prospective students, we may be able to score their database by likelihood to be in a segment

What attributes of UWG should we highlight to gain their interest?

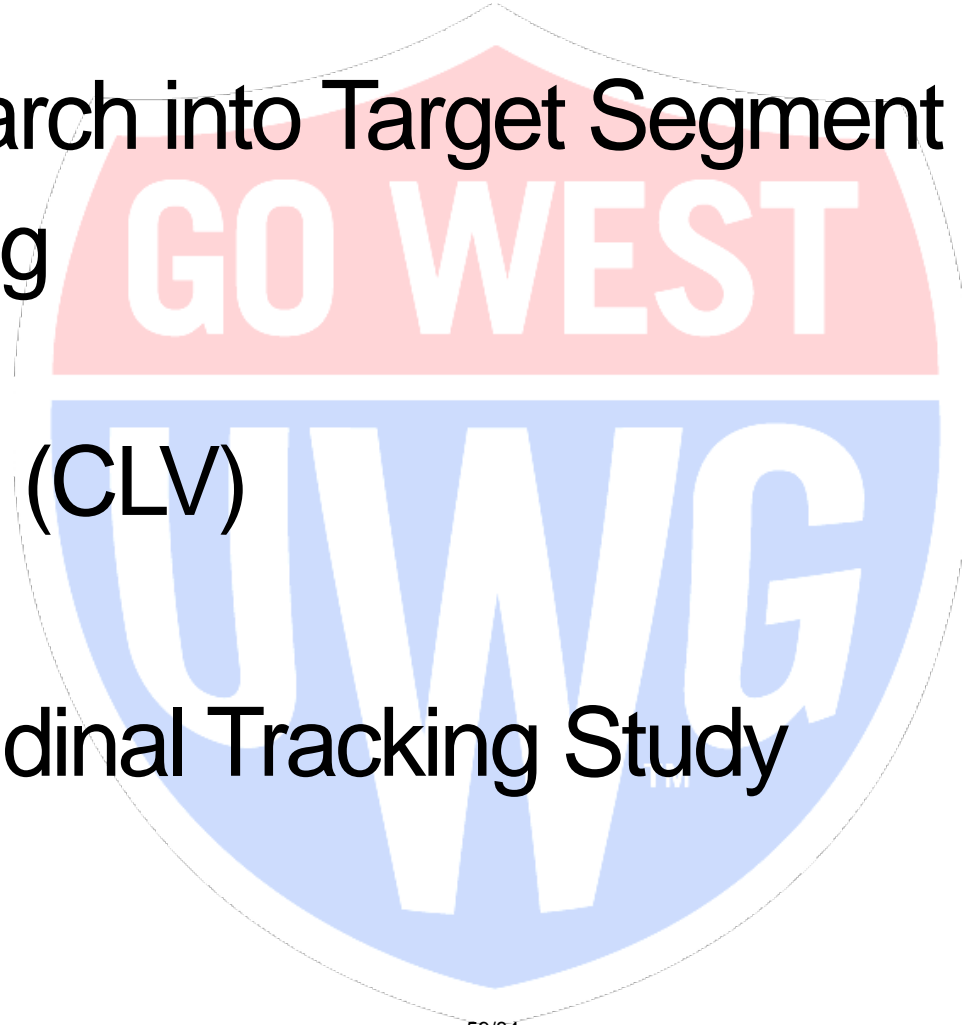
- Why would a high school senior choose UWG?
 - We target one segment exclusively
 - We talk to this group of students
 - Fashion our brand, our product, our message towards their motivations
 - Academic Strivers?



What attributes of UWG should we highlight to gain their interest?

- **Establish Academic Reputation**
 - Conjoint shows this is overwhelmingly the biggest driver of college decision for all segments
 - Gap analysis shows a perception gap between UWG and preferred schools
 - The gap in “major that I want” is a misperception – one that can be communicated and corrected
- **Guidance Counselors**
 - While respondents state relatively low importance for their recommendation, conjoint shows that it is the third biggest driver.
 - UWG must improve and nurture its relationships with guidance counselors.

- Further Research into Target Segment
- Digital Tracking
 - A/B Testing
- Student Value (CLV)
- Alabama
- Ongoing Attitudinal Tracking Study



Student Value

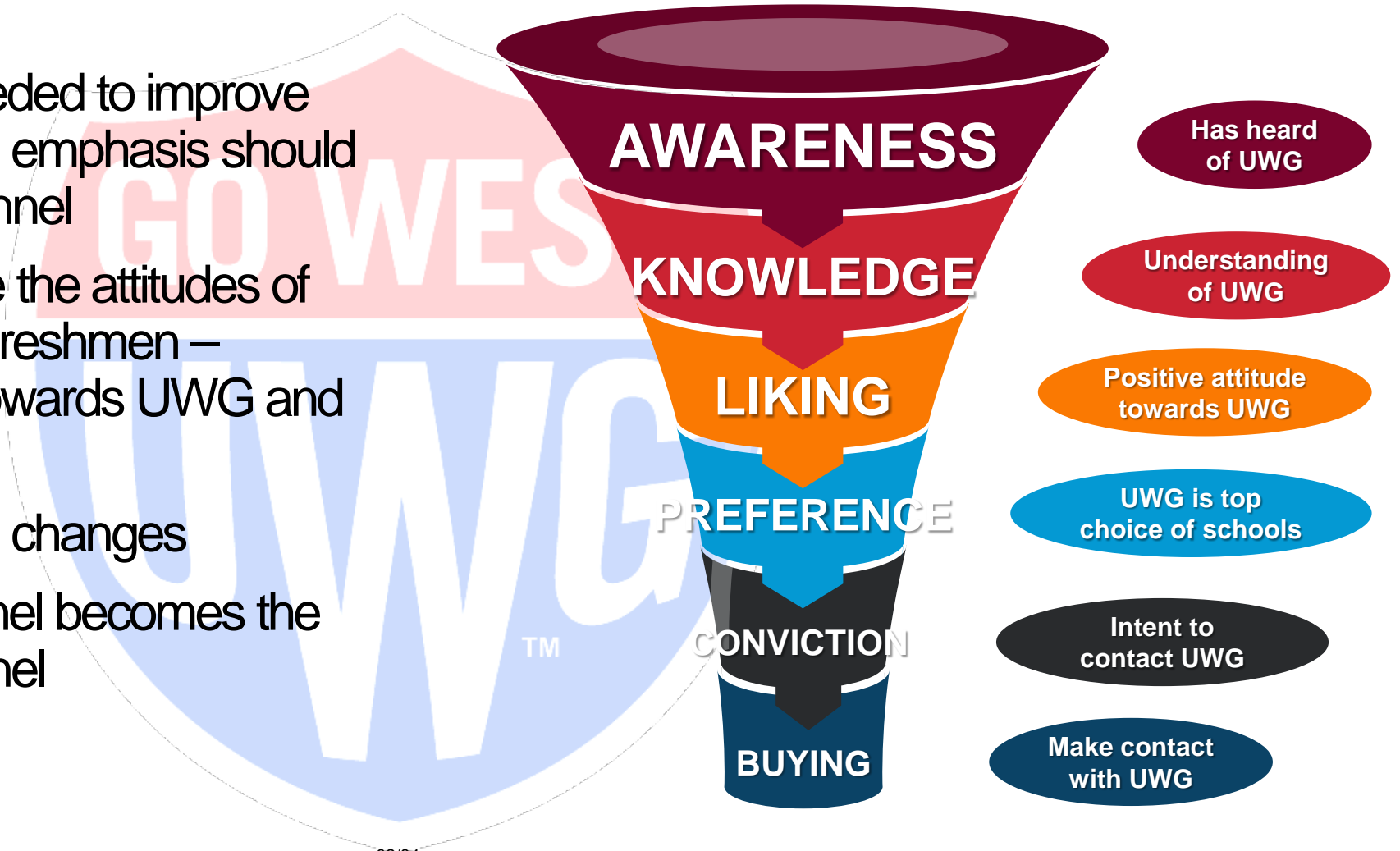
- What is the Net Present Value of a student?
- This informs how much to invest to acquire a student
- \$4600 per semester seems very high

- The two most attractive segments over-index in Alabama
 - Academic Strivers
 - Image Conscious
- In-state Tuition
- New students to USG
 - Not stealing market share, but growing the market



Ongoing Attitudinal Tracking Study

- Ten years ago, we needed to improve awareness. Today, the emphasis should be further down the funnel
- Continuously measure the attitudes of high school students (freshmen – seniors) on attitudes towards UWG and competing schools
- Be in front of attitudinal changes
- The bottom of this funnel becomes the top of Admission's funnel



I strongly encourage establishing a Brand Manager position

- Someone whose responsibility it is:
 - to manage the UWG brand
 - to track attitudinal changes
 - to shepherd potential students through the funnel
 - to oversee market research
 - to own the target market
 - **to build UWG brand equity**

Addendum II

Anthropology, B.S.

2021-2022 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Modifications (Check all that apply)*

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

Desired Effective Semester *

Fall

Desired Effective Year *

2021

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/
Department*

Department of Anthropology, Psychology, and Sociology

Is this a School of
Nursing Program?*

Yes No

Is this a College of
Education Program?*

Yes No

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

Yes
 No

Is this a Senate
ACTION or
INFORMATION item?
Please refer to the
link below.*

Yes
 No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

Program
 Shared Core

If other, please
identify.

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

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

Program Name
Program Description

Program Name* Anthropology, B.S.

Program ID - DO 17
NOT EDIT*

Program Code - DO
NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Science

Program Description*

The Anthropology major aims to provide its undergraduate anthropology students with a comprehensive introduction to anthropological knowledge through classroom instruction, experiential learning, and directed research opportunities. It provides extra curriculum learning experiences in our coursters and laboratories (Biological and Forensic Anthropology Laboratory [BAFAL] and Antonio J. Waring, Jr. Archaeological Laboratory). We are committed to providing learning skills necessary for continued success in academic and workplace environments, as well as for personal and civic enrichment.

Learning Outcomes

Students completing the B.S. degree with a major in Anthropology should be able to:

Demonstrate a broad base of anthropological knowledge

Compare the diversity of cultural practices through time and space

Analyze anthropological topics through oral and written communication

Collect and assess data ethically using anthropological methods

Status*



Active-Visible



Inactive-Hidden

Program Location*

Carrollton

Newnan

Degree Requirements

Core Areas A through E: 42 Hours

Core Curriculum

Core Area F, Major Specific Courses: 18 Hours

ANTH 1102 Introduction to Anthropology

Choose two:

**ANTH 1105 Introduction to Physical
Anthropology**

ANTH 2001 Introduction to Archaeology

**ANTH 2002 Introduction to Cultural
Anthropology**

Remaining Hours selected from: 9 Hours

Choose one or two from the following list: 3 to 6 Hours

**ANTH 2004 Statistical Methods
Anthropology**
ECON 2105 Principles of Macroeconomics
[After] Or

ECON 2106 Principles of Microeconomics
**GEOG 2553 Introduction to GIS and Mapping
Sciences**
**MATH 1001 Quantitative Skills and
Reasoning**
MATH 1401 Elementary Statistics
PSYC 2003 Statistics in Psychology
**POLS 2601 Introduction to Political Science
Inquiry**

Choose one or two from the following list: 3 to 6 Hours

1000 or 2000-level courses from FILM, FORL, FREN, GRMN, PHIL, SPAN.

[Before]As well as:

ANTH 1101 Voices of Culture
**ANTH 1105 Introduction to Physical
Anthropology**
ANTH 2001 Introduction to Archaeology
**ANTH 2002 Introduction to Cultural
Anthropology**
ART 1201 Introduction to Art
ART 2201 History of Western Art I
ART 2202 History of Western Art II
GEOG 1013 World Geography
ENGL 2110 World Literature
ENGL 2190 Studies in Literature by Women
**ENGL 2180 Studies in African-American
Literature**
**HIST 1111 Survey of World
History/Civilization I**
**HIST 1112 Survey of World
History/Civilization II**
SOCI 2203 Introduction to Women's Studies
**THEA 2214 Concepts in Theatre and Film
Design**
XIDS 2100 Arts and Ideas: Special Topics

Major Courses Required: 34 Hours

Anthropological Thought: 3 Hours

ANTH 4100 History of Anthropological Thought

Anthropology Capstone: 3 Hours

ANTH 4184 Anthropology Capstone

Methods Course: 4 Hours

ANTH 3188 Ethnographic Field Methods

ANTH 3250 Field Methods in Physical Anthropology

ANTH 4102 Archaeological Field Research

ANTH 4176 Narrative and Storytelling in Ethnography

ANTH 4103 Field Methods in Cultural Resource Management

Archaeology: 3-4 Hours

ANTH 4181 Cultural Resources Management

ANTH 4201 Artifact Analysis

ANTH 4202 Rise and Fall of Ancient Civilizations

ANTH 4102 Archaeological Field Research

ANTH 3104 The Survivalist's Toolkit

ANTH 3104 The Survivalist's Toolkit
ANTH 4175 Southeastern Archaeology & Ethnohistory
ANTH 4103 Field Methods in Cultural Resource Management

Linguistics: 3 Hours

ANTH 4173 Language and Culture

Physical Anthropology: 3-4 Hours

ANTH 3110 Human Osteology
ANTH 4122 Bioarchaeology
ANTH 4125 Forensic Anthropology
ANTH 4135 Genes and Genomania
ANTH 4150 Human Evolution
ANTH 4165 Primatology
ANTH 3250 Field Methods in Physical Anthropology

Cultural Anthropology: 3-4 Hours

ANTH 3170 Religion in America: The Shakers and Other Utopian Societies
ANTH 3180 Environmental Anthropology
ANTH 3186 Anthropology of Gender
ANTH 4130 Medical Anthropology
ANTH 4132 Human Life Cycle in Cross-Cultural Perspective
ANTH 4134 Animals and Culture
ANTH 4144 Peoples and Cultures of Latin America
ANTH 4146 Latin@s in the United States
ANTH 4155 Peoples and Cultures of Sub-Saharan Africa
ANTH 4170 Myth, Magic and Religion
ANTH 4176 Narrative and Storytelling in Ethnography
ANTH 4190 Modern Shamanism

Anthropology Upper Division Electives: 9-12 Hours

Numbered 3000 or higher

Minor or Electives (8 of these hours must be at or above the 3000 level): 26 Hours

Total for Degree: 120 Hours

Seek instructor approval for courses below.

**ANTH 4186 Internship
ANTH 4881 Independent Study
ANTH 4885 Special Topics
ANTH 4900 Directed Reading
ANTH 4983 Directed Research**

No more than 4 individualized study hours from the following count toward the BS in Anthropology.

**ANTH 4186 Internship
ANTH 4881 Independent Study
ANTH 4900 Directed Reading
ANTH 4983 Directed Research**

Degree Requirements with Concentration in Cross-Cultural Health and Spirituality (CCHS)

Core Areas A through E: 42 Hours

Core Curriculum

Core Area F, Major Specific Courses: 18 Hours

ANTH 1102 Introduction to Anthropology

Choose two:

ANTH 1105 Introduction to Physical Anthropology

ANTH 2001 Introduction to Archaeology

ANTH 2002 Introduction to Cultural Anthropology

Remaining Hours selected from: 9 Hours

Choose one or two from the following list: 3 to 6 Hours

**ANTH 2004 Statistical Methods
Anthropology**
ECON 2105 Principles of Macroeconomics
[After] Or
ECON 2106 Principles of Microeconomics
**GEOG 2553 Introduction to GIS and Mapping
Sciences**
**MATH 1001 Quantitative Skills and
Reasoning**
MATH 1401 Elementary Statistics
PSYC 2003 Statistics in Psychology
**POLS 2601 Introduction to Political Science
Inquiry**

Choose one or two from the following list: 3 to 6 Hours

1000 or 2000-level courses from FILM, FORL, FREN, GRMN, PHIL, SPAN.

[Before]As well as
ANTH 1101 Voices of Culture
**ANTH 1105 Introduction to Physical
Anthropology**
ANTH 2001 Introduction to Archaeology
**ANTH 2002 Introduction to Cultural
Anthropology**
ART 1201 Introduction to Art
ART 2201 History of Western Art I
ART 2202 History of Western Art II
GEOG 1013 World Geography
ENGL 2110 World Literature
ENGL 2190 Studies in Literature by Women
**ENGL 2180 Studies in African-American
Literature**
**HIST 1111 Survey of World
History/Civilization I**
**HIST 1112 Survey of World
History/Civilization II**
SOCI 2203 Introduction to Women's Studies
**THEA 2214 Concepts in Theatre and Film
Design**
XIDS 2100 Arts and Ideas: Special Topics

**Major Courses Required for CCHS Concentration: 34
Hours**

Anthropological Thought: 3 Hours

ANTH 4100 History of Anthropological Thought

Anthropology Capstone: 3 Hours

ANTH 4184 Anthropology Capstone

Methods Course: 4 Hours

ANTH 3188 Ethnographic Field Methods
ANTH 4176 Narrative and Storytelling in Ethnography

Religion Focus: 6 Hours

Choose two:

ANTH 3170 Religion in America: The Shakers and Other Utopian Societies
ANTH 4170 Myth, Magic and Religion
ANTH 4190 Modern Shamanism

Health and Medical Focus: 6 Hours

Choose two:

ANTH 3180 Environmental Anthropology
ANTH 4130 Medical Anthropology
ANTH 4132 Human Life Cycle in Cross-Cultural Perspective
ANTH 4135 Genes and Genomania

Biological Focus: 3 Hours

ANTH 3110 Human Osteology
ANTH 4125 Forensic Anthropology
ANTH 4122 Bioarchaeology
ANTH 4135 Genes and Genomania

Diverse Cultural Perspectives: 9 Hours

ANTH 3170 Religion in America: The Shakers and Other Utopian Societies
ANTH 3180 Environmental Anthropology
ANTH 3186 Anthropology of Gender
ANTH 3188 Ethnographic Field Methods
ANTH 4130 Medical Anthropology
ANTH 4132 Human Life Cycle in Cross-Cultural Perspective
ANTH 4134 Animals and Culture
ANTH 4135 Genes and Genomania
ANTH 4144 Peoples and Cultures of Latin America
ANTH 4146 Latin@s in the United States
ANTH 4170 Myth, Magic and Religion
ANTH 4173 Language and Culture
ANTH 4176 Narrative and Storytelling in Ethnography
ANTH 4190 Modern Shamanism
ANTH 4175 Southeastern Archaeology & Ethnohistory

Total for Degree: 120 Hours

Seek instructor approval for the courses below as they must topically be related to Concentration Subjects.

**ANTH 4186 Internship
ANTH 4881 Independent Study
ANTH 4885 Special Topics
ANTH 4900 Directed Reading
ANTH 4983 Directed Research**

No more than 4 individualized study hours from the following count toward the BS in Anthropology with CCHS Concentration.

**ANTH 4186 Internship
ANTH 4881 Independent Study
ANTH 4900 Directed Reading
ANTH 4983 Directed Research**

PROGRAM CURRICULUM


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


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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program


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

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

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  and proceed.

Step 2 - Adding New Courses to the Program

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


If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale*

I). Proposal for a Concentration in Cross-Cultural Health and Spirituality:

A). Summary: This Concentration has been developed to address newly-emerging interests and employment opportunities in the field through the existing curriculum.

B). Detail: This Anthropology Concentration in Cross-Cultural Health and Spirituality provides specialized education on the ways that spirituality and health intersect cross culturally, both globally and in the United States. It has been developed to address newly-emerging interests and employment opportunities in the field of global health and wellness. As a more stream-lined and specialized set of course options, this Concentration will attract students with more specific, topical interests in these areas and will allow our program to expand to these particular strengths. All courses offered within the Concentration also serve the general 4-field Anthropology major, but this Concentration will allow students to choose to emphasize course options that focus on perspectives in Cross-Cultural Health and Spirituality. In other words, this concentration has its entire curriculum in common with the general degree program, and there are no new or additional expectations of students who choose this concentration within the degree.

II). Corrections of Main Degree Catalogue:

A). Summary: 1) Returns three missing courses to the Main Program Curriculum/Catalogue AND includes these in the Proposed Concentration appropriately, and 2) Corrects the total credits for the degree from 32 to 34

B). Detail: 1) For some reason, several courses that had been name-changed or added (even years ago) were in the catalogue look-up function but not structured within the Program Curriculum according to the Catalogue. To correct this issue ANTH 3180 Evolutionary Anthropology and ANTH 4135 Genes and Genomania were both added to their respective subdisciplinary lists within the program, Cultural and Physical Anthropology respectively. In addition, ANTH 4885 Special Topics was also not positioned within the Program Curriculum which now has been added appropriately to designate it's usage within the degree. These changes were included in the Prospective Curriculum for the Concentration as well. 2) Last year, a required course, ANTH 4184 Capstone, was modified from 1 to 3 credits (to expand student professional development, disciplinary synthesis and facilitate LEAP Initiative High Impact Practices). The total credit hour change from 32 to 34 credits results from that course modification which affects both the standard degree and the Concentration.

III). Assessment:

A). There are no courses in the proposed Concentration that are not also in the Main Degree.

B). There are no new Learning Outcomes in the Concentration relative to the Main Degree.

C). The existing Curriculum and Assessment Map (Assessment Plan) is therefore attached, unaltered, simply for reference if necessary.

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

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

Originator: The total credit hour change from 32 to 34 credits results from last year's modification to our Capstone course from 1 credit to 3 credits. For details see rationale above.

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

All major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.


Please download the assessment template from [here](#) complete, and upload.

Program Map*

- I have attached the Program Map/Sheet.
- N/A - I am not making changes to the program curriculum.

Assessment Plan*

- I have attached the Assessment Plan.
- N/A

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

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

Addendum III

Spring 2021 Withdrawal Date Recommendation
Academic Policies Standing Committee

Faculty support the flexibility of an extended withdrawal deadline given the challenges of COVID-19, but the Academic Policies Committee has received feedback from faculty that having the withdrawal deadline at the end of the semester is too late. For the spring semester the APC recommends that the withdrawal deadline be earlier, such as after 60 to 75% of the semester has passed. The APC also recommends that the withdrawal deadline does not immediately precede the beginning of the final exams period. Finally, the APC recommends that the Spring 2021 withdrawal deadline be decided prior to the start of classes.