



UNIVERSITY OF
GEORGIA

University Council

October 14, 2019

Mark Farmer, Chair of the Educational Affairs Committee
Agricultural and Environmental Sciences – Jean Williams-Woodward
Arts and Sciences – Samantha Joye
Jean Martin-Williams
Business – Santanu Chatterjee
Annette Poulsen
Education – Laura Bierema
Engineering – Sudhagar Mani
Environment and Design – Ronald Sawhill
(also representing Public Health and Social Work)
Family and Consumer Sciences – Denise Lewis
Forestry and Natural Resources – Puneet Dwivedi
(also representing Ecology)
Journalism and Mass Communication – Shira Chess
Public and International Affairs – Teena Wilhelm
Veterinary Medicine – Susan Williams
(also representing Pharmacy and Law)
Provost's Representative – Rahul Shrivastav
Undergraduate Student Representative – Matthew McDaniel
Graduate/Professional Student Representative – Jordan Henley

Dear Colleagues:

The attached proposal from the Student Government Association to modify Academic Affairs Policy Statement No. 13, Syllabus, was revised and will be an agenda item for the October 21, 2019, full Educational Affairs Committee meeting.

Sincerely,

Mark Farmer, Chair
Educational Affairs Committee

cc: Provost S. Jack Hu
Dr. Rahul Shrivastav

Background Summary on Proposal

In February 2019, the Student Government Association brought a proposal to amend Academic Affairs Policy No. 13, Syllabus to the Educational Affairs Committee for consideration. The proposed revision included a mandatory statement on the master syllabi that provided information about mental health resources on campus. The EAC approved the proposal with friendly amendments and forwarded the proposal to the University Curriculum Committee for consideration.

At its March 22, 2019, meeting, the University Curriculum Committee approved the proposal and forwarded it to the University Council Executive Committee, who then approved placing the proposal on the April 24, 2019 University Council agenda. During the April 24 meeting of the University Council, a motion to table the item pending further consideration from on-campus mental health professionals was approved.

During fall 2019, Educational Affairs Committee Chair Mark Farmer reached out to the Office of Student Care and Outreach, Counseling and Psychiatric Services at the University Health Center, the ASPIRE Clinic, the UGA Applied Behavior Analysis Support Clinic, the Center for Counseling and Personal Evaluation, and the Psychology Clinic to clarify the language regarding on-campus mental health resources found in the proposal. This language is included in the revised proposal submitted for consideration by the Educational Affairs Committee at its October 21 meeting.



**UNIVERSITY OF
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Student Government Association

Resolution 32-03

A Resolution to Add a Mental Health Statement to Syllabi

Authored by: Senator Allison Fine, Access and Opportunity and Senator Patrick Femia,
Grady College of Mass Communication and Journalism

Sponsored by: Senator Matthew McDaniel, Terry College of Business; Senator Ciera Thomas,
Franklin College of Arts and Sciences; Senator Braden Meadows, College of Environment +
Design, Senator Samuel Bryant, School of Public and International Affairs; Senator Tony
Thawanyarat, Terry College of Business

Abstract: A syllabus serves as a signaling piece of the priorities of not only faculty, but the university at large. Adding mental health language to the master syllabus serves as an important piece of information for students and faculty, highlighting mental health and wellness resources available on campus for all students to access.

WHEREAS, mental wellness has become more important than ever before, particularly at universities across the country where students have to cope with stress and anxiety; and,

WHEREAS, 53% of students at the University of Georgia have reported feeling overwhelmed with anxiety;¹ and,

WHEREAS, 49% of students at the University of Georgia have reported feeling hopeless in the previous year;² and,

WHEREAS, the University of Georgia has over 36,000 undergraduate and graduate students, and a mere 2,393 students have received treatment or face-to-face assessment with Counseling

¹ Middlebrooks, Marlee. "Student Depression and Anxiety, Demand for Counseling Services Rises." *The Red and Black*, 10 Dec. 2015

² Simon, Mollie. "CAPS Struggles to Balance Limited Resources with Student Demand for Mental Health Counseling." *The Red and Black*, 17 Dec. 2014



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and Psychiatric Services, resulting in only 6.9% of students seeking treatment or assessments in regard to mental wellness;¹ and,

WHEREAS, the University of Georgia prides itself in having on-campus resources for students to seek attention and affirmation for their mental health concerns; and,

WHEREAS, the University Health Center offers such services through Counseling and Psychiatric Services, which serves as an invaluable resource for students throughout their time at the University of Georgia; and,

WHEREAS, the Student Health Advisory Health Committee, which services as an advisory body to Counseling and Psychiatric Services, has been willing to work with the Student Government Association in years past to find new and innovative ways to educate students on-campus and off-campus about resources available to them; and,

WHEREAS, when asked to draft a statement to include on syllabi campus-wide, Counseling and Psychiatric Services, with consultation from the Student Health Advisory Committee Health Committee, drafted a statement focusing on “student success” and “faculty support.”

NOW, THEREFORE BE IT RESOLVED, the 31st administration of the Student Government Association, on behalf of the student body, encourages the University Council to implore professors to include a statement regarding mental wellness resources available on-campus; and,

THEREFORE, BE IT FURTHER RESOLVED, the statement to be included on syllabi, as drafted by Counseling and Psychiatric Services, shall be as follows:

University Health Center serves as a safe space and central resource for the UGA campus community regarding physical, mental health & wellness. Below are several ways to access mental health resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care & Outreach in the Division of Student Affairs at 706-542-7774 or visit www.sco.uga.edu. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.



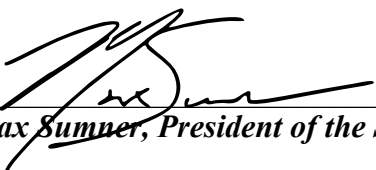
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- Need help managing stress, anxiety, relationships, etc.? Visit BeWellUGA for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians or health educators in the University Health Center.
- UGA campus has several resources for students seeking [mental health services](https://uhs.uga.edu/bewelluga/counseling) (uhs.uga.edu/bewelluga/counseling) or [crisis support](https://uhs.uga.edu/info/emergencies) (uhs.uga.edu/info/emergencies).

Or, *UGA Mobile App*, emergency care or wellness resources

THEREFORE, BE IT FINALLY RESOLVED, upon passage of this legislation, the Educational Affairs Committee for the University of Council shall consider the above addition to campus syllabi, as stated above, and, if passed, work with the Executive Committee of the University Council to oversee its campus-wide adoption.



Max Sumner, President of the Senate

September 3rd, 2019

Date of Passage



Rachel Byers, President

**Amending Academic Affairs Policy Statement No. 13, Syllabus -
Section 3, Master Syllabi, to Include a Mental Health Statement**

<https://curriculumsystems.uga.edu/curriculum/courses/syllabus/>

**Educational Affairs Committee
October 21, 2019**

Rationale:

(1) Anxiety and stress levels are at an all-time high on college campuses across the country and the University of Georgia is no different. Counseling and Psychiatric Services (CAPS) offers services from individual and couples counseling to crisis intervention in the name of supporting our students in their time of need. University students are allotted twelve sessions of individual therapy, should an initial screening of a student deem it necessary.

(2) The Anxiety and Depression Association of America says that over 40% of American College students list anxiety as their number one presenting concern. <https://adaa.org/finding-help/helping-others/college-students/facts>. According to a 2014 Red & Black article, only 6.9% of UGA students took advantage of services offered by CAPS, which is significantly lower than the half of college students that report feeling “overwhelmed by anxiety” according to the same article. There is a lack of awareness on campus about the resources that students have available to them, which results in students who need help not seeking it out.

(3) In partnership with the Student Health Advisory Committee, the Student Government Association drafted a resolution which encourages the adoption of a mental health statement on the master syllabi. The language was adopted by the Student Government Association, as written by the Student Health Advisory Committee which alerts students to several of the resources available to them as students at the University of Georgia.

At the April 24, 2019 University Council meeting, the proposed revision found below was tabled by the University Council pending further discussion.

Previous Proposed Addition (*tabled at the April 24, 2019 University Council meeting*):

h. The syllabus must include these statements:

Students are encouraged to seek help from existing campus and community resources.

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstance you may be facing by connecting you with the appropriate resources or services.
- If you are experiencing a mental health crisis, please contact Counseling and Psychiatric Services at the University Health Center, 24/7, 365 days a year, at 706-542-2273 or 706-542-2200 (after-hours via UGAPD).
- If you would like tools to manage stress, anxiety, relationships, etc., visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of free workshops/classes/coaching led by licensed clinicians or health educators in the University Health Center.

New Proposed Addition (*proposed Fall 2019*):

Mental Health and Wellness Resources:

- *If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.*
- *UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).*
- *If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.*
- *Additional mental health resources are available on the UGA App.*

Academic Affairs Policy Statement No. 13

Course Syllabus Policy

1. Reference

- a. Southern Association of Colleges and Schools, Principles of Accreditation, 9.6 and 10.1.
- b. Last revised April 2019.

2. Objective

Students must be provided written information about the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed.

3. Master Syllabi

A master syllabus must be available for each course. The master syllabus will include items a-i listed below. The master course syllabus will be provided as part of the application for new courses and for course changes (when the nature of the proposed change affects the course syllabus) and will be included on the course application submitted through the automated course approval process (CAPA). Elements of a master syllabus include:

- a. Course title and number as they appear on the course application.
- b. Course description as it appears on the approved course application in CAPA.
- c. Prerequisites, corequisites, and cross-listings for the course, if applicable.
- d. Course objectives or expected learning outcomes for students of the course. If a course is approved to fulfill a University-wide requirement, the learning outcomes for that requirement should be stated on the syllabus.
- e. Topical outline for the course.
- f. Reference to the University Honor Code and Academic Honesty Policy and a statement as to what behavior unique to the course could be academically dishonest. The three professional schools, School of Law, College of Veterinary Medicine, and College of Pharmacy, may reference their own academic honesty policies.
- g. The syllabus must include these statements:

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi. Every course syllabus should include the instructor's expectations related to academic honesty.

Policy with Revision

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Mental Health and Wellness Resources:

- *If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.*
- *UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).*
- *If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.*
- *Additional resources can be accessed through the UGA App.*

4. Course Syllabi

Faculty are responsible for ensuring the course syllabus is accessible to all students. A course syllabus is not required for dissertation, thesis, seminar, directed study, and internship courses. In addition to the information as it appears in the master syllabus, the course syllabus will include information for the specific teacher and body of students. The course syllabus will include the items a-f listed below. Department chairs/heads have final approval of the course syllabus and may authorize a faculty member to modify the course syllabus if (a) expected learning outcomes are not modified, and (b) all required elements of a course syllabus are present. Elements of a course syllabus include items a-g listed above and the following:

- a. Principal course assignments, such as required reading, papers, other activities, and the week of the course in which these assignments are expected to be completed and submitted.
- b. Specific course requirements for grading purposes, which may include written and oral tests and reports, research papers, performances or other similar requirements, and/or participation requirements.
- c. Grading Policy: Specify how the final grade will be determined with respect to weights or course points assigned to various course requirements.
- d. Attendance Policy: Any specific requirements for attendance should be stated.
- e. Required course material, including texts.
- f. Policy for make-up of assignments/examinations.

Policy with Revision

In addition to the above elements of a course syllabus, the instructor should add for each section taught: (a) instructor name, and (b) instructor accessibility to students (such as office hours, office location, telephone number, and/or e-mail address).

5. Course Syllabi for Online Courses

In addition to the information above, the course syllabi for online courses (courses with an E-suffix) should also include the following:

- a. Instructor Name
- b. Instructor Accessibility to Students: e-mail address, telephone number, when the instructor will be available online, how frequently the instructor will respond to e-mail from students.
- c. Principal Course Assignments: Specify how assignments should be submitted and in what format. Outline how the course will function and what will be expected of the student.
- d. Specific Course Requirements for Grading Purposes: Written and oral tests and reports, research papers, performances, or other similar requirements, participation requirements, if any.
- e. Participation Policy: Specify the participation policy for the course. State whether the course will be asynchronous, synchronous, or a combination. If there are specific requirements for online participation, these should be stated; if online participation is to be weighted for the final grade, the syllabus should state what the weight or course points will be.
- f. Indicate if the course will be primarily:
 - Asynchronous
 - Synchronous
 - Both asynchronous and synchronous
- g. Required Course Material, Including Texts: Include Technology Requirements and Required Technical Competence
- h. Exam Policy/Policy for Make-up Examinations: Specify how exams will be administered and how the identity of the student will be verified for exam purposes.

6. Student Access to Previous Course Syllabi

Departments and programs will make the course syllabus of the most recent offering of each course under each instructor readily available for inspection by students who may wish to enroll in the course in the future. Departments and programs will make these course syllabi available to students on a website accessible by students.

Policy with Revision

Instructors should submit a syllabus via the online syllabus system each semester. The Office of Instruction will make these course syllabi available in the *Bulletin*.