

Faculty Senate Meeting Minutes

May 10, 2024

Approved May 14, 2024

1. Call to Order

The meeting was called to order by Chair Reber at 1:02pm.

2. Roll Call

Present:

Allen, Boyd, Brandenburg, Caramanica, Cheng, Cuomo, Dahms, Davis, Dutt, Dyar, Edelman, Elias, Evans, Green, Griffin, Hadley, Janzen, Jara-Pazmino, Khan, Koczaks, Lee (Gavin), Lee (Sungwoong), Maggiano, Mason, Matthews, McLean, Morales, Perry, Phillips, Riker, Roberts, Rollins, Sheppard, Shin, Swift, Sykes, Talbot, Weber, Wei, Wentz, Yang

Absent:

Banford, Bellon, Carmack, Council, Hampton, Hester, Moon, Olivieri Parker, Seong, Waters, Wofford

3. Minutes

A) The April 12, 2024 Faculty Senate Meeting Minutes were approved electronically on May 9, 2024.

4. Administrator Reports

None.

Note: This Faculty Senate meeting was called for the primary purpose of facilitating curricular items through the relevant approval processes.

5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

1) General Information Updates

a) *Beth Sheppard: Intellectual property policy proposal will go to the Rules Committee in the fall semester.*

2) Committee Chair General Updates

None.

Committee I: Undergraduate Programs Committee (Kim Green, Chair)

Action Items (Addendum I):

All items below were taken as a block and approved unanimously.

A) College of Arts, Culture, and Scientific Inquiry

1) Department of English, Film, Languages, and Performing Arts

a) [Music Education, Option: Keyboard, String, & Guitar, B.M.](#)

Request: Revise

Since Music is accredited by the National Association of Schools of Music, we can write our own education sequence, so we are removing three EDUC courses while maintaining SPED 3715 Inclusive Classrooms and CEPD 4101 Educational Psychology. This reduces the Music Education Degree Concentration from 132 hours to 122. The reduction to 122 hours is accomplished by eliminating three courses (EDUC 2110, 2120, and 2130) and changing the credit hours for MUSC 3850 from 3 credit hours to 2 credit hours. This does not affect 25% or more of the concentration's curriculum content. No new courses are being added and the delivery method of the program remains the same. Therefore, there are no known changes that would require SACSCOC notification. USG notification and approval will be required.

b) [Music Education, Option: Voice, B.M.](#)

Request: Revise

Rationale is the same as for item a above.

c) [Music Education, Option: Woodwind, Brass, & Percussion, B.M.](#)

Request: Revise

Rationale is the same as for item a above.

B) College of Education

1) Department of Special Education

a) [SPED - 3753 - Practicum I Dual Certification](#)

Request: Add

The Department of Special Education is assuming oversight of the Dual Certification in Special Education General Curriculum/Elementary Education concentration from the B.S.Ed. in Elementary Education. Students in the dual certification concentration *initially took ECSE 4784*, along with students in the

traditional ECSE concentration, for their practicum. The *ECSE program needed to keep its practicum course number* for the students in the ECSE traditional program. Therefore, a new course with the revised learning outcomes that combine the essential elements of both ECSE and SPED is needed for students pursuing the DUAL certification in Special Education General Curriculum/Elementary Education.

b) [SPED - 3754 - Practicum II Dual Certification](#)

Request: Add

The Department of Special Education is assuming oversight of the Dual Certification Special Education General Curriculum/Elementary Education concentration from the B.S.Ed. in Elementary Education. Students in the dual certification concentration *originally took ECSE 4785* along with students in the traditional ECSE concentration for their practicum. The ECSE program needed to keep its practicum course number for the students in the ECSE traditional program. For students pursuing the DUAL certification in Special Education General Curriculum/Elem Education, the new course number with the learning outcomes that combine the essential elements of ECSE and SPED is needed.

c) [SPED - 4787 - Internship Dual Certification](#)

Request: Add

The Department of Special Education is assuming oversight of the Dual Certification Special Education General Curriculum/Elementary Education concentration from the B.S.Ed. in Elementary Education. Students in the dual certification concentration *initially took ECSE 4786*, along with students in the traditional ECSE concentration, for their internship. The ECSE program needed to keep its internship course number for the students in the ECSE traditional program. The new course with the learning outcomes that combine the essential elements of both ECSE and SPED is needed for students pursuing the DUAL certification in Special Education General Curriculum/Elem Ed.

C) University College

1) Department of Civic Engagement and Public Service

a) [Public Service interdisciplinary pathway](#)

Request: Add

The Bachelor of Interdisciplinary Studies (BIS) in Public Service is an interdisciplinary pathway that will allow for a public service focus in a degree path for UWG majors. This degree will benefit those who wish to work with state and local agencies as well as Federal government agencies, social and nonprofit outreach, and similar careers serving people and groups in our communities. Participating departments are Political Science, Criminology, and Sociology.

Committee II: Graduate Programs Committee (Georgia Evans, Chair)

Action Items (Addendum II):

All items below were taken as a block and approved unanimously.

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Anthropology, Psychology, and Sociology

a) [Sociology, M.A.](#)

Request: Revise Program

Rationale: Reducing the number of required credit hours from 36 to 30 will make the Sociology MA more desirable to students and more competitive in the marketplace of masters programs. We have attached a modified curriculum map. We have not attached an updated assessment plan, as this change will not impact the program SLOs or assessment.

B) College of Education

1) Department of Early Childhood through Secondary Education and Reading

a) [Teacher Education, M.A.T., Concentration in Elementary Education](#)

Request: Revise Program

Rationale: We propose adding a new concentration to our existing Master of Arts in Teaching: Teacher Education degree program. The new concentration would be Elementary Education. The concentration would be 36 credit hours and requires at least four semesters (fall-spring-summer-fall) for students to complete. This program would be 100% online, and we anticipate most of our students to be employed as provisional teachers as they complete the coursework.

The MAT with a concentration in Elementary Education has been developed to help address the teacher shortage in Georgia. We reviewed these sources:

According to GAfutures (Georgia Student Finance Commission), there are a projected 2,320 annual job openings for elementary school teachers. In FY 2022, the GaPSC recorded 1615 program completers in elementary education.

The National Conference of State Legislatures has published a data dashboard demonstrating Georgia's content and grade level shortages.

Schoolaroo.com has an interactive map that shows Georgia as having approximately 11 teachers for every 1,000 people in the state population.

According to these data, Georgia ranks 16th in the nation for teacher shortages.

Teachershortages.com shows that Georgia had 3,112 teacher vacancies and 5,220 underqualified teachers in 2019-2020.

According to data from the Governor's Office of Student Achievement, in 2021, there were 4,350 teachers in Georgia teaching grades K-12 on an emergency provisional waiver. In Carroll County, Carrollton City, Haralson County, Bremen City, Douglas County, & Coweta County, there were 57 teachers in elementary schools on a provisional certification in 2021-2022.

The Georgia DOE's Educator Pipeline Dashboard shows that in the West Georgia RESA district, which covers Carroll County, there are 683 teachers with more than 25 years of teaching experience. These teachers will be retiring soon.

Currently, there are 1,672 people enrolled in an Elementary Education Certification Pathway in Georgia (127 in the West Georgia RESA). The supply of new teachers has declined by 14% in the past four years.

Of the 1,672 elementary education teachers enrolled in certification pathways, 1,502 are enrolled in a traditional pathway. The MAT in Elementary Education is considered a traditional pathway.

The proposed 36-credit hour program is in line with other USG institutions with an MAT in Elementary P-5 Education: Georgia Southern: 45 credit hours UGA: 51 credit hours Augusta University: 39 credit hours Columbus State: 49-65 credit hours Georgia State: 55 credit hours

KSU does not have an MAT in Elementary Education, so it is not included in the comparison.

We also looked at these private institutions and online programs with an MAT in Elementary P-5 Education: Brenau University: 57-60 credit hours Mercer University: 37-46 credit hours Piedmont University: 48 credit hours Reinhardt University: 48 credit hours Thomas University: 48 credit hours Grand Canyon University: 47 credit hours (MED in Elementary Education with Initial Certification) University of Phoenix: 45 credit hours Liberty University: 36 credit hours Walden University: 70 quarter credit hours (approximately 47 semester credit hours).

C) University College

1) Department of Civic Engagement and Public Service

a) [Graduate Certificate in Planning, Public Safety, and GIS](#)

Request: New Program

Rationale: This certificate addresses the growing job demand for professionals with expertise at the intersection of geographic information systems (GIS) and public administration. With the ever-evolving complexity of cities and development, it is essential to have the knowledge and skills set necessary for planning and spatial analysis that would directly impact local government and public safety agencies. Designed for both aspiring and practicing public administrators and those in public safety, this certificate provides specialized training in GIS technology, spatial analysis, and planning in order to meet the evolving needs of the public service sector.

b) [Master of Public Administration, M.P.A.](#)

Request: Revise Program

Rationale: The Criminology M.A. is deactivated but there are still students interested in earning practical degrees with a focus on Criminology and Criminal Justice. This concentration would allow students to focus on this topic while also gaining important skills associated with the Master's in Public Administration. This aligns with University goals of building partnerships with the community as well as aligns with recommendations by NASPAA (the accrediting body for the MPA) during their site visit in the Spring of 2024. The change in program description is to match a previously submitted proposal.

6. Old Business

A) Reminder for committees to find chair-elect for next year.

1) If chair-elects have been found, please let Laura know.

7. New Business

None.

8. Announcements

A) General Faculty Meeting Voting Results

1) Incoming Faculty Senate Chair.

a) *The incoming Faculty Senate Chair is Dylan McLean, who has accepted the position. His term begins on July 1 and outgoing Chair Reber will serve in an advisory capacity in the coming year to help him transition into the role. Chair Reber thanked the candidates for this cycle and encouraged continued participation in shared governance.*

2) Post-Tenure Review Appeals Committee Members: All primary nominations were approved; write-in candidates did not meet approval threshold counts.

3) Bylaws Revision to Provide Executive Secretary Workload Modification: Approved with 153 approvals, 6 objections, and 11 abstentions.

9. Adjourn

Chair Reber thanked the committee for their hard work this year. The meeting was adjourned by Chair Reber at 1:13pm.

Respectfully submitted by Laura McCloskey Wolfe, Executive Secretary and Art Program faculty member.