

Faculty Senate Meeting Minutes

November 10, 2023

Approved November 29, 2023

1. Call to Order

The meeting was called to order at 1:00pm by Chair Reber.

2. Roll Call

Present:

Allen, Banford, Bellon, Brandenburg, Caramanica, Carmack, Cheng, Council, Cuomo, Dahms, Davis, Dutt, Edelman, Elias, Evans, Green, Griffin, Hadley, Hester, Jara-Pazmino, Khan, Lee (Gavin), Lee (Sungwoong), Maggiano, Mason, Matthews, McLean, Moon, Morales, Olivieri Parker, Perry, Phillips, Riker (Robert Lane as proxy), Roberts, Rollins, Seong, Sheppard, Shin, Swift, Sykes, Talbot, Waters, Weber, Wei, Wentz, Yang

Absent:

Boyd, Dyar, Hampton, Janzen, Wofford

3. Minutes

A) The October 13 2023 Faculty Senate Meeting Minutes were approved electronically on November 6, 2023.

4. Administrator Reports

A) President

- *Homecoming turnout was very strong including alumni. Good set of events and thousands of attendees at the game. Thanks to all who attended and created the opportunity for students, alumni, and all attendees.*
- *Facilities Projects:*
 - *Oaks and housing – serious portion of our business because they are publicly bonded. Having a successful enterprise after COVID is critical.*
 - *There were burst pipes last holiday including in Humanities; nine total across entire campus that created major damage. Bowden is shutdown for this year due to repairs. Humanities may not be ready to open until at least May of next*

year. There are five projects with fire marshal issues across the state (related to fifty-ton chillers).

- *Pafford will have a less complex renovation and this will include Bonner Lecture Hall.*
- *Samford Hall has had some construction related to window replacement.*
- *Momentum Center will change colors in the coming months: taking older buildings and making them new again such as dying bricks to make buildings look more modern.*
- *Renovations. Finished renovation of the Hangar gym safety. The Village got new roofs because of storm damage. Centerpoint has sink holes and pipe issues, shared infrastructure with the city: danger of situation necessitates immediate response to address piping caverns. Tyus (building outside of health services) will be demolished. Will be about a six month process. Timeline is not firm, but it will open the view on campus. No plan to put a new building in that location: may have parking and walkway opportunities.*
- *Discussion:*
 - *Q: Which buildings are mothballed?*
 - *A: Tyus, Anthropology, to help reduce insurance costs (went up 400% since last year). Looking for energy savings across campus. Anthropology was a key component to reduce waste. Strozier Annex is being used for storage only. Anything under renovation is not mothballed.*
 - *Q: Will there be an opportunity for faculty to have voice in Pafford redesign?*
 - *A: Yes, through a series of conversations. Programming phase will take place with deans and other administration. Will take months, still need second legislative investment (the construction money, will be advocating for that this year). Stakeholders will be addressed as well.*
 - *Q: It has been reported that there will be a budget cut of 3.7 million dollars, what will be impact on budgets, faculty, and staff?*
 - *A: Too early to call it a budget cut. State allocation is based on enrollment two years ago and a formula projection (accurate formula calculation does not always happen). Number last year did not end up being then*

number we landed on at the end of the year. We budget based on five to seven fiscal year projections. Number gets consumed in that overall projection. Had a budget reset last year to help absorb any future cuts: distributed money and then resulted in unspent funds at the end of year. CFO Scott McElroy switched to zero base budgeting with forward-thinking goals. Number received by USG sits in mix of risks and opportunities. There is not an impact to report. Enrollment went up this year and revenue went up, could absorb budget decrease to counter. BOR and Chancellor now have little tolerance for not dealing with financial issues at universities. (A follow-up question was posted via online chat regarding enrollment numbers. It was sent to the President and he will address it in a future meeting.)

B) Provost

These points were conveyed to the Faculty Senate in written format before the meeting as Dr. Preston was off campus.

Understandably, shared governance and the work of the Faculty Senate is very valuable, so please pass on my appreciation for the work of the Faculty Senators and my well wishes to them all. Additionally, please convey the following during/before the meeting as you see best. I want to ensure that people are well informed about important items. I appreciate the email that you provided today, and many of my comments below are intended to directly address some of the questions that faculty have.

- 1) During the Continuous Improvement Institute that UWG held for leaders across the institution on Friday, November 3, we discussed a few chapters of “Relationship-Rich Education” (Felten and Lambert) as part of our ongoing book reading for the year. At the table I was with, faculty and staff discussed a number of important ways that we can support students and enable their success. I share a particularly interesting item from the book where nationally, students are reported to prefer using online web and chat bot services over direct conversations with faculty because students fear being judged and do not want to look foolish when they ask questions. Although sometimes using a

web site/service is quicker and the preferred method of students, it's important that we continue to humanize ourselves and make ourselves approachable so that no student fears rejection/judgement. I'm confident that UWG faculty know this as they are truly interested in supporting and investing in students, but I wanted to pass on this element of the reading and the conversation at our table to reinforce what we already know - some students can be vulnerable and need extra care and support. Please express my appreciation to faculty who are doing this and my encouragement to continue in this important, supportive work.

- 2) I have shared the cover letter for annual reviews with the deans and asked them to utilize this for the upcoming faculty annual reviews. As I shared previously with Faculty Senate, this cover letter will be helpful to highlight the goals faculty set for the past year, how they achieved them, and define goals for the upcoming year. The form also makes clear the evaluations (1-5) for teaching, service, scholarship, student success, and the overall rating for the year. I appreciate the feedback provided and have added clarifying language to indicate the overall rating should be weighted based upon workload emphasis (i.e., if someone achieves a 5 in teaching as 80% of their workload and 3s for service, scholarship, and student success, then the overall score should be closer to 5 than 3 given the 80% weight of teaching in their workload. The cover letter also provides a means by which faculty can respond to their evaluation, defining as part of the record any details they wish to provide after their chair reviews their work. This cover letter can be edited/improved as needed in the future, but we'll utilize it starting now. Regarding the cover letter's use of percentages, this does not modify the requirements of the policy/handbook but is merely an expression of people's work. Teaching a 4-4 load with service and scholarship making up the additional parts of workload could be expressed as a percentage without any change to the policy. This approach to workload expression also makes it easier to calculate an overall, weighted evaluation (as described earlier in this point). Whether we use 80-

10-10 or 4-4-1-1 to denote workload, it's just a means to express relative distribution.

- 3) I joined the Faculty Senate Budget Committee on Tuesday, 11/7. Among the excellent discussion, the question regarding ITS's review of Office 365 (moving from Google to Microsoft) came up. ITS will be piloting Office 365 across the next few months, but no determination has been made about the move. It is highly likely UWG will make this change given that we are one of only three USG institutions that utilize Google whereas all others, including the USG System Office, use Microsoft. Adopting a common technology will greatly simplify our work with the USG System Office and colleagues at other USG institutions. Further, the move to the Microsoft technology will enhance security. As I have done previously, I assure people that the transition, when/if it occurs, will be done with support and time appropriate to ensure faculty and staff and students are not overly burdened; if we do this, people will have ample support to make the transition smooth.
- 4) With respect to the course schedule, Dr. Akins can provide more details on what the working group has done since the last Faculty Senate meeting. Understanding that the Faculty Senate has made a recommendation that this work continues to be examined with input before any changes made, UWG will continue to use the existing schedule of courses as published online. Dr. Akins recently emailed the deans a link to that course schedule and times and dates as previously defined at UWG. We will continue to work with Faculty Senate and other leaders to determine when and if we adjust start times and date patterns for courses, but by using the existing structure as previously published, we will also minimize course overlap, and improve students ability to get the courses that they need. This is an ongoing project, and we appreciate the work, and the information gathering that the Faculty Senate working groups will provide.
- 5) Another important update from the USG system office and passed by the board of regents last month involves the Core IMPACTS general education work. More details will be coming out shortly, but I'd like to ensure that faculty

understand the majority of this work centers around branding the general education courses, providing standard elements for all course syllabi for general education/core courses so that students better understand the importance of these courses, and how they relate to career competencies. I've had a number of excellent conversations with faculty who teach core courses, and I want to make sure that people understand that we are not proposing significant changes to which courses are being offered or required, in particular around Georgia history and constitution and US history and constitution legislative requirements. There will be a soft rollout in spring of 2024 and a more full and complete rollout by the fall of 2024. The majority of our work will be focused on helping advisors, students, and faculty understand the value of general education courses and the strong foundation that they provide to all students regardless of their academic major.

- 6) Finally, I encourage all faculty to make sure that their posted CVs are up-to-date and list their most current work. I know that if some of these are out of date, then prospective students and others viewing the websites might not understand the true breadth and depth of the work that faculty are doing. Additionally, aligned with this, academic programs should review the stories that are linked on their programmatic websites. Prospective students are looking at our web content, and if the stories are not current nor reflect the latest work faculty and programs are doing, then it might be incorrectly perceived that UWG is not as relevant as we actually are. Thanks for all the faculty who are maintaining the stories and doing really interesting work that enables them. I also appreciate that faculty regularly update their published CVs so that current and prospective students and colleagues looking to collaborate with us have the latest and most robust view of the work faculty are doing.

I thank the Faculty Senate for their work, and look forward to seeing each of you all again in the near future.

- *Dr. Reber noted that the Provost's statement highlights the ways that we can improve upon our responses to students, including work of the TLA regarding*

common course components. The December small group discussions will relate to intellectual policy. A taskforce will be made to address the intellectual property issue. Related to point two and annual review: the cover letter has the 1-5 rating areas which is needed by the USG to see how the system is working and individual universities. It may also be helpful for faculty and supervisors when setting workload expectations. Expectations are related to teaching demands, work in scholarship and creative works or grants, and service. It will be an ongoing process to determine how to manage all of this and create metrics. The only policy on workload that exists right now is in the Faculty Handbook. The 80-10-10 policy is not in effect, but it may serve as a guideline for some. Faculty should work with their supervisors to determine percentages and weights regarding effort. A senate taskforce will also be created.

- *Discussion:*
 - *Recommendation to put cover letter on Academic Affairs website so that it is easily available to all.*
 - *Regarding point three, we need to be prepared, but it will be a rollout process. Nothing needs to take place immediately, but be mindful of process.*
 - *FITC: Dr. Lee and Ms. Olivieri Parker met with Blake Adams on Wednesday. Do not even know what or when anything is happening, will be decided in next 6-8 weeks during a pilot period with a consultant. ITS have invited Dr. Lee and Ms. Olivieri Parker to be in the pilot program during this period. They are open to faculty representation. Any rumors circulating now are wrong.*
 - *Regarding item 4, we will continue using current schedule. Review will happen now through March, thanks to the SAIA and APC for working with the senate. This is also a taskforce for senators who are interested.*
 - *Core impact will have a report in December from David Newton. An email will be provided Monday at noon.*
 - *Faculty may want to keep CVs updated online to assist with the annual review process.*

- *The Budget Committee noted that in the October meeting, Lynn Soteo from the budget office provided a presentation. We know that there is a cut from state appropriation, this is reflected in the last minutes online. A 3.7 million dollar cut was confirmed. This number fits with decline from two years before. Increases will show up in two years (following increases in enrollment as noted by the President, above).*

C) QEP and SACSCOC Updates (Kevin Gwaltney) (**Figure 1**)

- *SLO1, Experiential learning is tied to undergraduate students, but can be applied to the graduate level as well. Study abroad and not-for-credit courses will not be put into our report, but are still important for study learning. Faculty should encourage students to showcase in their resumes instances where they have completed opportunities, and in regards to career competencies.*
- *SLO2, Work-based learning. A workgroup has been selected to be points of contact and help oversee the assessment processes. Making sure annual reports happen, that data is collected, that QEP is promoted within departments and programs. Reach out to Dr. Gwaltney if there are any questions regarding implementation and assessment. Opportunity as well for a QEP faculty fellow, which was advertised in the last academic affairs newsletter (email).*
- *Our accreditation report has been submitted, including 36,000 pages of supporting documentation. By next Friday or sooner we will receive a report from the off-site review committee. Committee members are not from Georgia, but at similar institutions to ours: will report on reviewing materials and ask for clarification as needed. Mock visit will help to improve processes. The QEP and off-site response will be submitted in February. We expect some questions as part of the process. The on-site review is between April 1-4. Large part of this will be presentations on the QEP and any standards that the off-site committee had questions. There will be a September 24 opportunity for an additional report if needed and then reaffirmation process is completed in 2024. Not all HIPs are within scope for the QEP.*

5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

- 1) General Information Updates
 - *Faculty should be encouraged to sign up to a taskforce, if interested. An editable version of the sign-up spreadsheet was sent to senators. Anyone may sign up and will be under the supervision of the senate even if not currently on a committee.*
- 2) Committee Chair General Updates
 - *TLA: This committee will keep faculty posted as common course components progress.*

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

Action Items:

All items below were approved unanimously, as a block vote.

- A) College of Arts, Culture, and Scientific Inquiry
 - 1) Department of Anthropology, Psychology, and Sociology
 - a) [SOCI - 3800 - Development of Criminal Behavior](#)
Request: Add
This is an eMajor class that was approved by the consortium as an elective for CRJU majors in 2021, but it was not submitted for a UWG course number at that time. Approval of this course is retroactive to 2021, allowing credit for those students who have taken the course during that time.
 - 2) Department of English, Film, Languages, and Performing Arts
 - a) [MUSC - 3100 - Wellness and Musicians](#)
Request: Add
This course will allow students to investigate and apply wellness in music practice for personal or professional purposes. The course will be an elective for music majors and a requirement for the BIS Music and Wellness pathway which is being developed. Several music faculty could teach this course, and it will complement current interests at UWG in pursuing wellness as a transformational practice for its students both on campus and in their communities.
- B) Richards College of Business
 - 1) Department of Management and Management Information Systems

a) [CISM - 3470 - Fundamentals of Information Security](#)

Request: Add

This introductory course will be taken by all MIS majors to provide a fundamental understanding of cybersecurity/info security.

b) [CISM - 4333 - Introduction to Networking](#)

Request: Add

This course is currently offered as CISM 3350 (Intro to Networking and IoT). The department wants to cross-list it with CISM 5333 which requires that it be 4000-level. Instead of changing numbers, the required procedure is to delete the 3000-level and create the new course. The content is suitable for a senior-level course.

c) [CISM - 4470 - Cyberwarfare, Cybercrime, and Digital Forensics](#)

Request: Add

This course will be one of the requirements for an updated concentration in Cybersecurity and Networking. It will be cross-listed as CISM 5470.

d) [Management Information Systems, B.B.A.](#)

Request: Revise

This revision updates the program to: (a) adjust the requirements to reflect new or deleted courses and prerequisites/corequisites. (b) modify names of the concentrations in the program. Changes to the concentration names and course names are being made to reflect changes in the field of technology, data, and cybersecurity.

e) [MGNT - 3615 - Operations Management](#)

Request: Revise

The proposal removes MATH 1413 as a prerequisite. This change aligns MGNT 3615 with all other business core courses (the RCOB junior core curriculum), because no other course has MATH 1413 as a specific prerequisite. MATH 1413 continues to be required in the general core IMPACT areas for business students.

f) [Nexus in Supply Chain Management](#)

Request: Revise

Revisions align with the standard Nexus design so that 42 hours come entirely from curriculum Areas A through E. Eighteen hours (six classes) that form the

nexus for the degree field are: CISM 2201 Spreadsheet Analysis, ECON 3402 Statistics I, MGNT 3615 Operations Management, MGNT 4610 Logistics, MGNT 3640 Lean Six Sigma*, and MGNT 4615 Supply Chain Management OR MGNT 4686 Internship (Mgt)*. [*The six hours for required experiential learning are MGNT 3640 and the choice of MGNT 4615/MGNT 4686.].

Information Item (Figure 2):

A) UPC approved additional courses to receive the undergraduate research HIP designation.

The list of these courses is included in the appendix.

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

Action Items:

All items below were approved unanimously, as a block vote.

A) College of Arts, Culture, and Scientific Inquiry (CACSI)

1) Department of Anthropology, Psychology, and Sociology

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

Request: Modify Program Modality

Rationale: This change will broaden our appeal to students who cannot regularly commute to Carrollton and expands our recruitment pool to many more prospective students. After making this change, we will be the only Sociology MA in Georgia to offer synchronously online courses. We will be uniquely positioned to offer students both the convenience of online classes along with high-quality teaching and mentoring.

2) Department of Natural Sciences

a) [BIOL - 5130 - Climate Change Biology](#)

Request: Add Course

Rationale: The class has been offered several times successfully as a BIOL 6985 Special Topics during the Maymester. This course adds depth to our summer offerings and is linked to a relevant topic that interests students. The Biology graduate curriculum committee and the biology graduate faculty voted to add this course to the curriculum. This course is cross-leveled with BIOL 4130 and contains additional rigor/assignments for the graduate BIOL 5130 course.

b) [BIOL - 5241 - Entomology](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

c) [BIOL - 5242 - Invertebrate Zoology](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 1 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

d) [BIOL - 5245 - Ichthyology](#)

Request: Modify for Credit Hours, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

e) [BIOL - 5266 - Molecular Ecology](#)

Request: Modify Credit Hours, Prerequisites, Repeat for Credit

Rationale: The course includes 4 hours of lecture each week. As such, the credit hours are being shifted from 3 to 4 credit hours to reflect the workload. In addition, the course accidentally had a BIOL 2108 prerequisite, which should not be included on graduate courses. Students should only be allowed to take the course once for credit.

f) [BIOL - 5315 - Bacterial Genetics](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

g) [BIOL - 5321 - Applied and Environmental Microbiology](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

h) [BIOL - 5424 - Wildlife Habitat Ecology](#)

Request: Modify Credit Hours, Prerequisites, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. In addition, the course accidentally had BIOL 2108 and 2108L prerequisites, which should not be included on graduate courses. Students should only be allowed to take the course once for credit.

i) [BIOL - 5425 - Fire Ecology](#)

Request: Modify Credit Hours, Prerequisites, Repeat for Credit

Rationale: The course includes 3 hours of lecture and 3 hours of lab each week. As such, the credit hours are being shifted from 3 to 4 credit hours to reflect the workload. In addition, the instructor approval prerequisite is being removed at the request of the instructor. Students should only be allowed to take the course once for credit.

j) [BIOL - 5427 - Conservation Biology](#)

Request: Modify Credit Hours, Catalog Description, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

Two minor grammatical changes are needed in the course description.

k) [BIOL - 5440 - Aquatic Ecology](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

l) [BIOL - 5441 - Animal Behavior](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes 4 hours of lecture each week. As such, credit hours are being shifted from 3 to 4 credit hours to reflect the workload. Students should only be allowed to take the course once for credit.

m) [BIOL - 5445 - Marine Biology](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes 4 hours of lecture each week. As such, credit hours are being shifted from 3 to 4 credit hours to reflect the workload. Students should only be allowed to take the course once for credit.

n) [BIOL - 5450 - Terrestrial Ecology](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

o) [BIOL - 5541 - Plant Physiology](#)

Request: Modify Credit Hours

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

p) [BIOL - 5631 - Genetics and Medical Genetics](#)

Request: Modify Credit Hours, Catalog Description, Course Title, Repeat for Credit

Rationale: The course includes 4 hours of lecture each week. As such, the lecture hours are being shifted from 3 to 4, and credit hours are being shifted from 3 to 4 credit hours to reflect the workload. Students should only be allowed to take the course once for credit. The course title and description are being minorly updated to reflect what is currently taught in the course.

q) [BIOL - 5727 - Essentials of Immunology](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

r) [BIOL - 5728 - Bacterial Pathogenesis](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

s) [BIOL - 5729 - Medical Virology](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

t) [BIOL - 5730 - Emerging Pathogens](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes 4 hours of lecture each week. As such, credit hours are being shifted from 3 to 4 credit hours to reflect the workload. Students should only be allowed to take the course once for credit towards graduation.

u) [BIOL - 5733 - Animal Nutrition](#)

Request: Make a Graduate Level Course

Rationale: Currently offered at the undergraduate level. The class has been offered several times successfully as a BIOL 6985 Special Topics. It is a required course for many veterinary programs. Having the course listed at the graduate level will help attract students who are enrolling in the nonthesis program to improve their knowledge and academic standing in preparation for applying to veterinary school. The class has been offered several times successfully as a BIOL 6985 Special Topics during the Maymester. This course adds depth to our summer offerings and is linked to a relevant topic that interests students. The

Biology graduate curriculum committee and the biology graduate faculty voted to add this course to the curriculum. This course is cross-leveled with BIOL 4733 and contains additional rigor/assignments for the graduate BIOL 5733 course.

v) [BIOL - 5735 - Parasitology](#)

Request: Modify Credit Hours, Prerequisites, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. In addition, the course accidentally had undergraduate prerequisites, which should not be included on most graduate courses. We are removing the following prerequisites: BIOL 1107 or BIOL 2107 (Principles of Biology I) with a minimum grade of C; BIOL 1108 or BIOL 2108 (Principles of Biology II with a minimum grade of C; and either BIOL 3310 (Microbiology) or BIOL 3526 (Histology). Students should only be allowed to take the course once for credit.

w) [BIOL - 6513 - Human Physiology](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit towards graduation.

x) [BIOL - 6526 - Vertebrate Histology](#)

Request: Modify Credit Hours, Course Title, Prerequisites, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit. No prerequisites are required for graduate student enrollment. A slight title change is being made to indicate that the focus of the class is on vertebrates.

y) [BIOL - 6986 - Graduate Biological Internship](#)

Request: Modify Credit Hours

Rationale: Currently, we do not have a way to allow for course credit for graduate students who are doing internships and volunteering. We want to encourage graduate students (Particularly nonthesis students) to engage in these opportunities that could further their career outcomes. This includes shadowing doctors and veterinarians, volunteering at a nonprofit, and other opportunities. This course also provides another option for 6000-level course credits. Graduate students need 15 total 6000-level credits. The Biology graduate curriculum committee and the biology graduate faculty voted to add this course to the curriculum.

z) [BIOL - 6995 - Comprehensive Exam](#)

Request: Modify Credit Hours, Frequent Course Offering, Repeat for Credit, Grading Structure, Prerequisite

Rationale: The graduate program changed the required credit for the comprehensive exam from 2 to 1 credits last year. This change in the course brings it into alignment with the program. Other changes are included to assign the grading structure and frequency of the course offering, which were missing. An addition of the prerequisite for instructor approval is being added to the course. The exam can only be registered for if a graduate advisor supervises the course. Currently, this prerequisite was implied but not officially listed.

aa) [BIOL - 6999 – Thesis](#)

Request: Modify Credit Hours, Catalog Description, Grading Structure, Repeat for Credit, Prerequisites, Credit toward Graduation

Rationale: The program approved a change last year, reducing the required thesis credits from 3 to 1 credit. As such, this course needs to be changed from variable credit to 1 credit. Other requested changes address missing information in the course catalog, including the course description, grading structure, and allowance of only 1-course credit toward graduation. Students should only register for a thesis in the semester of planned defense, so instructor approval from their thesis advisor has been added as a prerequisite.

B) College of Education (COE)

1) Department of Sports Management, Wellness, and Physical Education

- a) [Integrative Health and Wellness, M.S.](#)
Request: Remove Letter of Recommendation for Program Admission
Rationale: We would like to remove the reference letter requirement for program admission primarily because it has been a barrier to application for many students. Additionally, because students typically seek references from individuals who would speak favorably, the letters don't provide much useful information in the decision-making process.
- b) [Health, Physical Education, Wellness, and Sport, Ed.S.](#)
Request: New Program Request
Rationale: The proposed Ed.S. program in Health, Physical Education, Wellness, and Sport aligns well with UWG's mission and strategic priorities of relevance, competitiveness, and placemaking. By meeting unmet demand for advanced degrees among K-12 health and physical education professionals statewide, providing specialized wellness content in an accessible online format, leveraging UWG's reputation in the field, and cultivating connections with school districts, the program makes UWG more relevant, competitive, and rooted in its sense of place in serving Georgia educators. The program fits nicely within the strategic aims to be responsive to student and market needs, differentiate the university, and foster an inclusive environment.
- c) [PHED - 8600 - The Development and Advancement of Physical Education and Sport](#)
Request: New Course Request
Rationale: This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.
- d) [PHED - 8610 - Current Issues in Health and Wellness](#)
Request: New Course Request
Rationale: This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.
- e) [PHED - 8620 - Practitioner Research in Health, Physical Education, Wellness, and Sport](#)
Request: New Course Request

Rationale: This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.

- f) [PHED - 8630 - Leadership, Supervision, and Program Evaluation in Health, Physical Education, Wellness, and Sport](#)

Request: New Course Request

Rationale: This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.

- g) [PHED - 8640 - Incorporating Students with Disabilities in Health, Physical Education, Wellness, and Sport](#)

Request: New Course Request

Rationale: This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.

- h) [PHED - 8650 - Advanced Theory and Application in Coaching Education](#)

Request: New Course Request

Rationale: This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.

2) Department of Early Childhood through Secondary Education and Reading

- a) [Secondary Education, Ed.S., Concentrations in Biology, Broad Field Science, Chemistry, English, History, Economics, Mathematics, Physics, and Political Science](#)

Request: Modify Course Modality to Fully Online

Rationale: 1. SEED 7291 is being increased to 3 credits from 2 and SEED 7291L is being dropped from the program sheet. SEED 7291 and 7291L used to be offered in the spring and 7291L was the field experience course attached to it. We are now teaching 7291 in the summer and because school is in session we cannot pair the courses together anymore. The class has had an increase in workload overtime and is a 3 credit workload. The field experience covered by SEED 7291L will now be covered in the fall by SEED 6260.

2. We are eliminating the 0 credit SEED 6200, which was the comprehensive exam. Students have historically needed to come to campus to take this exam, but we are moving the program to fully online so we no longer need this course. We

will still provide students a comprehensive exam, but it will now be completed as part of SEED 7289.

3. We have moved the program to fully online so the program description has had a minor edit to reflect the change from "mostly online" to "fully online." The program only had 2 classes that required a campus presence so it is not a large change to transition to fully online.

4. The business education concentration is being removed. This concentration has had less than 7 students enrolled over the last 3 years and we do not have a business educator on staff to provide the required content courses. We cannot successfully hire an adjunct because we cannot pay them for a full course load at such low enrollment.

5. Removed an advising note on the program sheet about History students needing to take a Georgia History class. This is no longer a Georgia PSC requirement so the note has been removed.

Courses were also combined (see further information below and in next relevant course proposals):

1. In order to streamline the program and to remove a financial aid barrier for students we are combining the 1 credit SEED 8202 course with the 2 credit SEED 8200 course to make one 3 credit SEED 8200 course.

2. We are also removing the Business Education concentration because they have low enrollment and we do not have business education faculty on staff in this concentration to support these students through their culminating project.

b) [SEED - 7291 - Classroom Instruction and Management](#)

Request: Modify Course Hour Credit

Rationale: The course was previously taught in the spring or fall semester and had a 1 credit lab class attached to it for field experience. However, because the course is now in the summer it no longer needs a 1 credit lab as an addition because there are no field placements in the summer. The course itself has morphed into a course that has 3 credits worth of work and should reflect the increased workload.

c) [SEED - 8200 - Culminating Project SEED EdS](#)

Request: Combine Courses

Rationale: We are combining 2 classes (SEED 8200 and SEED 8202) that totaled 3 credits. Instead of doing the final program project in a 2 credit and 1 credit course students will complete the project in one 3 credit course. The objectives for both courses have been combined. This will better streamline the end of the program for students and will also solve a financial aid issue that occurs on occasion because of separate 2 credits and 1 credit courses.

3) Department of Counseling, Higher Education, and Speech Language Pathology

a) [CEPD - 8153 - Adv Therp Topics in Counsel](#)

Request: Modify Plan of Study

Rationale: In review of program evaluation data, the faculty will be submitting a proposal to slightly revise the plan of study for the Ed.S. in Professional Counseling. This course will be added to the plan of study to replace CEPD 8184, Quantitative Analysis. The proposed course, CEPD 8153, is intended to serve as a special topics course, for which the focus can change in response to trends in the field of Professional Counseling. As such, the course description and SLOs are written in a general way to enable the program to modify the focus of the course in response to new and emerging trends/issues in the field.

Information Items:

A) Faculty Governance Committee

- 1) The Professional Counseling M.Ed. was modified to include two additional pre-approved elective courses: CEPD 7160 – Gender and Sexuality, and CEPD 7163 – Trauma Counseling.

B) Charge to Committee Per UWG President

- 1) Subcommittee request for mentorship and graduate programs. Request to explore the possibilities of mentorship for graduate students. A subcommittee has been established to work with Dr. Matt Varga on identifying existing mentorship possibilities and potential mentorships.

C) Policy Recommendation: Degree Completion (**Figure 3**)

- 1) Three policy recommendations were presented by Dr. Matt Varga:
 - i. Policy Recommendation (Stand-alone)

- ii. Policy Recommendation (Specialist and Doctoral Course Numbers)
 - iii. Policy Recommendation (50% completion, Elective options, and Degree timeline)
 - a. Discussion of clarity of “another degree” vs. “subsequent degree.” Committee approved with friendly amendment for word change.
6. Old Business
- A) Chair-Elect nomination.
7. New Business
- A) Steering committees for new School and College (small group breakout session).
 - 1) *Committees are currently focused on ideas, creativity, and keeping broad perspectives. Provost mentioned that January discovery sessions for arts and humanities will be available. Faculty were encouraged to consider the following points:*
 - i. *Ideas: current and coming trends in the areas of science, computing, and math.*
 - ii. *How can UWG be uniquely situated to address these trends in the region and beyond?*
 - iii. *How to provide experiential opportunities for students so that they can be prepared for and meet these needs?*
 - iv. *College Discussion summary (participants were asked to send any notes to Chair Reber):*
 - a. *Degree of interdisciplinarity in health and mobility. Civil engineering and social impacts could be considered in how we design our spaces and studies.*
 - b. *Discussion of AI and predictive modeling. Can help with resource allocation in regards to criminology, biology, sociology, etc.*
 - v. *School of Mental Health and Wellness Discussion summary (participants were asked to send any notes to Chair Reber). Chair Reber appreciates the diverse perspectives of all faculty.*
 - a. *Broad issues that students have with their mental health, and how to address, perhaps making student mental health and long-term culture and vision as our niche. Destination for healthy, mentally resilient students.*

- b. *Being intentional for career paths and experiential opportunities for students. Teaching how to problem solve to positively impact communities and industry, and to land jobs that show that our university stands out in that regard.*
- c. *Stress management as crucial for career preparation.*
- d. *Self-care and work relationships.*
- e. *Faculty mental health tends to be neglected and stigmatized because of faculty status. Could be another layer of our own workplace mental health.*
- f. *Increase number of counselors here since many students are suffering. Perhaps with continued training or changing model of mental health and wellness so that people who are not trained counselors could be trained to assist without a credential or license. Supportive faculty environment for students and colleagues including those in crisis.*
- g. *Training may be needed to help communities who are losing (or at risk of losing their mental health services.*

8. Announcements

- A) *UWG honors veterans and their service (the meeting was held on Veteran's Day).*
- B) *Potential time change to 3-5pm for the December meeting. Let Jeff know. May send survey.*
- C) *Reminder to sign up for taskforces.*

9. Adjourn

Adjourned by Chair Reber at 3:03pm.

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

Figure 1.


Quality Enhancement Plan (QEP): Career Readiness through Experiential Learning

UNIVERSITY OF WEST GEORGIA 

1

Career Readiness through Experiential Learning

- Strengthen connection between experiential learning and the development of career readiness competencies for undergraduate students
- Undergraduate research courses
- Work-based learning courses

UNIVERSITY OF WEST GEORGIA 

2

Career Readiness through Experiential Learning

- Goal 1 – ACCESS
- Goal 2 – CONNECT
- Student Learning Outcome 1 – Envision
- Student Learning Outcome 2 – Enact
- Student Learning Outcome 3 – Showcase
- Student Success Outcome – Achieve



Career Readiness through Experiential Learning

- SLO 1 – Envision: Survey in first-year seminar courses
- SLO 2 – Enact: Survey in experiential learning courses
- SLO 3 – Showcase: Resumes from capstone courses



QEP Champions

- Jeff Zamostny (CACSI)
- Jennifer Edelman (COE)
- Rebekah Teal (RCOB)
- Taylor Bryant (SCFM)
- Cindy Johnson (THSSON)
- Sal Peralta (UC)



QEP Fellow

- Duties include:
 - Develop and delivery workshops
 - Advise on course design or redesign
- Encourage colleagues to apply by **Wednesday (11/15)**
- Contact: Mandi Campbell (acampbel@westga.edu)



SACSCOC Reaffirmation

- November – Off-Site Review Committee Report
- February 1-2 – Mock visit
- February – Submit:
 - Response to Off-Site Review Committee Report
 - Quality Enhancement Plan
- April 1-4 – SACSCOC On-Site Review Committee visit



QEP Assessments

- Goal 1 – ACCESS
Increase student access to experiential learning opportunities.
- Goal 2 – CONNECT
Improve teaching and learning effectiveness by explicitly connecting experiential learning opportunities to the development of career readiness competencies as defined by National Association of Colleges and Employers.



QEP Assessments

- Student Learning Outcome 1 – Envision

Within their first year, students will identify experiential learning opportunities and career readiness competencies relevant to their professional goals.

- Student Learning Outcome 2 – Enact

Students will describe the career readiness competencies cultivated through their participation in experiential learning opportunities.



QEP Assessments

- Student Learning Outcome 3 – Showcase

Before graduation, students will be able to present evidence to potential employers, graduate schools, or professional schools that their participation in experiential learning enhanced their career readiness.

- Student Success Outcome – Achieve

Increase the percentage of graduates who pursue employment, additional education, or other experiences that make use of career readiness competencies.



Figure 2.

DATE: October 25, 2023

TO: Faculty Senate Undergraduate Programs Committee (UPC)

FROM: Dr. Jeffrey Zamostny, Director of the Office of Undergraduate Research, on behalf of the Undergraduate Research Committee

Dear Colleagues on the UPC:

The Undergraduate Research Committee met on October 23, 2023 to review courses that were submitted by faculty members to receive the Undergraduate Research High Impact Practice attribute in Banner. Courses were submitted and reviewed by the committee in accordance with the guidelines set out in [this document](#), as approved by the Faculty Senate in Fall 2021 and amended in Spring 2023.

The following table indicates the Undergraduate Research Committee’s recommended designations for each course. Per the previously linked document (especially Appendix B and Appendix C), each course receives three designations:

- The first, UR1-4, indicates the course’s level as determined by UWG guidelines in Appendix B of the document.
- The second (ZURP) is common to all courses and is the USG-mandated code that means “Undergraduate Research course meets institution’s criteria as a High Impact Practice for Undergraduate Research” (Appendix C).
- The third (ZUR1-4) is the USG-mandated code that corresponds to the number of contact hours the student is engaged in undergraduate research. This is based on information self-reported by faculty. Per Appendix C, ZUR1 involves research or a creative project requiring 30 or fewer contact hours, ZUR2 requires 31-50 contact hours, ZUR3 requires 51-100 contact hours, and ZUR4 requires 101 or more contact hours.

Per page 2 of the guidelines, the Undergraduate Research Committee is now submitting its recommendations to the Faculty Senate Undergraduate Programs Committee for review and approval, after which approved designations will be forwarded to the Registrar.

Course Prefix and Number	Course Title	Submitting Faculty Member	All or some sections? (CRNs indicated where necessary)	Recommended UWG UR designation	USG ZUR designation (contact hours)
ANTH 1101	Voices of Culture	Elizabeth Falconi	All	1	1
ANTH 3110	Human Osteology	Corey Maggiano	All	2	4

ANTH 3250	Pig Dig Crime Scene: Methods in Forensic Archaeology and Biological Anthropology	Corey Maggiano	All	3	4
ANTH 4102	Archaeological Field Research	Nathan Lawres	All	3	3
ANTH 4103	Field Methods in Cultural Resource Management	Nathan Lawres	All	3	3
ANTH 4122	Skeletal Indicators of Health and Behavior	Isabel Maggiano	All	2	1
ANTH 4125	Forensic Anthropology	Corey Maggiano	All	2	2
ANTH 4135	Genes and Genomania	Corey Maggiano	All	2	2
ANTH 4150	Human Evolution	Corey Maggiano	All	2	2
BIOL 1010L	Fundamentals of Biology Lab	Toby Saunders	All	1	2
BIOL 1107L	Principles of Biology I Lab	Toby Saunders	All	1	1
BIOL 1108L	Principles of Biology II Lab	Toby Saunders	All	1	1
BIOL 2107L	Principles of Biology I Lab for Biology Majors	Toby Saunders	All	1	1
BIOL 2108L	Principles of Biology II Lab for Biology Majors	Toby Saunders	All	1	1
BIOL 3621	Genetics	Frank Fontanella	All	2	3

BIOL 4266	Molecular Ecology	Frank Fontanella	All	3	3
BIOL 4425	Fire Ecology	Andrew Edelman	All	2	2
COMM 3313	PR Principles	Davia Rose Lassiter	All	2	2
COMM 4405	Sound Design	Deon Kay	All	2	1
COMM 4406	Cinematography	Deon Kay	All	2	2
COMM 4407	Film and Video Editing	Deon Kay	All	2	1
COMM 4409	Directing for Film & Video Production	Deon Kay	All	2	2
COMM 4425	Documentary Production Practices	Deon Kay	All	2	2
COMM 4444	Public Relations Campaigns	Kelly Williams	All	2	2
COMM 4452	Advanced Film & Video Production	Deon Kay	All	3	3
COMM 4454	Media Law	Deon Kay	All	2	2
COMM 4456	Digital Content Creation	Kyle Lorenzano	All	3	3
ECON 4475	Intro to Econometrics	Adrian Austin	All	2	2
MATH 1113	Precalculus	Carrie Carmack	Spring 2024: 10368	1	1
MKTG 3808	Business Research	Beheruz Sethna	Spring 2024: 10329, 10330	2	3
MUSC 3702	Western Music Since 1800, and World Music	Elizabeth Kramer	All	2	2
NURS 4300	Clinical Specialty Practice	Marcia Davis	All	2	2
NURS 4302	Clinical Practice IV	Lisa Hesser	All	2	2

POLS 1101	American Government	Salvador Peralta	Spring 2024: 11613		2
POLS 2601	Introduction to Political Science Inquiry	Salvador Peralta	Spring 2024: 12690	3	3
SOCI 3001	Communicating Sociology	Neema Noori	All	2	1
SOCI 4543	Deviant and Alternative Behavior	Pamela Hunt Kirk	Spring 2024: 12082	1	1
XIDS 2100	Introduction to Latin American, Caribbean, and Latinx Studies	Betsy Dahms	No CRN currently available for Spring 2024	2	1

Figure 3.



Revised Policy:

Specific Requirements for Stand-Alone Certificates

1. Students must be admitted into a stand-alone certificate program by meeting the minimum requirements set forth by the certificate program.
2. Students may enroll in conjunction with a degree program or as non-degree seeking.
3. Unless otherwise stated in the certificate program of study, all courses applied towards the stand-alone certificate will also fulfill and share with any other requirement for the student's degree.
4. Complete at least 9 semester hours of required coursework for the approved certificate program.
5. All courses comprising a stand-alone certificate must be 5000 or greater.
6. Students must attain a minimum grade point average of 3.0 in courses used to satisfy the certificate.
7. Students must apply to graduate with stand-alone certificates through the Office of the Registrar and by the Graduation Application Deadlines outlined in this catalog. Students concurrently pursuing a stand-alone certificate and a degree must apply to graduate at the same time as their degree. Students may graduate with their degree and re-admit as a non-degree seeking student to complete the stand-alone certificate requirements.
8. Students who earn a stand-alone certificate will have their accomplishment noted on their official academic transcript and will receive a certificate of completion.
9. Students who earn a stand-alone certificate from the University of West Georgia within the last 7 years can apply all credits to a new degree requiring the same or closely aligned courses, one time, with graduate program coordinator approval.

Revised Policy

Course Requirements for Program Completion

Although Academic Advisors provide guidance, the student must complete all requirements published in their published Program of Study. Any exception to the published Program of Study must be authorized in writing by the graduate program coordinator.

Undergraduate or graduate students may enroll in 4000/5000 cross-leveled courses. Graduate students enrolled in these courses must register at the 5000 level and must complete assignments that place greater cognitive demands on them than an undergraduate.

At least half of the courses in a Program of Study for a master's degree must be from the 6000 level, from 7000 or above for specialist degrees, and 8000 or above for doctoral degrees. Exceptions to any of these degree requirements require approval from the Graduate Program Coordinator and the Dean of the Graduate School.

Revised Policy

Multiple Graduate Degrees

A student may earn a specific degree at the University of West Georgia once. A student wishing to complete a second graduate degree program must:

1. Submit a new graduate application through the Office of Graduate Admissions.
2. Meet all admission requirements in effect for the second graduate degree.

For each subsequent degree sought, the student may be able to apply coursework from a previous graduate degree earned from the University of West Georgia awarded within the last 7 years and if the coursework is required in the new degree and has not been previously applied to a subsequent degree. For example, if degree 1 required ABCD 7000 and degree 2 also required ABCD 7000, then it may be applied toward the new degree with program faculty approval. Elective options can be fulfilled by courses in previously earned degrees if the course levels align and are approved by the graduate program coordinator.

The exact number of hours permitted to be applied to a subsequent degree will depend on specific degree requirements, may not exceed 50% of the new degree plan of study, and will be determined in consultation with the program director and with approval by the Dean of the Graduate School if the program is not expressly noted as a combined or dual degree. A student enrolled in an approved dual degree program must follow the stated curriculum and would not be eligible to follow this requirement.

Coursework from a previously earned degree or certificate may only be applied once toward any subsequent degree(s). It should not compromise the integrity or academic rigor of the degree.

Each candidate for a subsequent degree must apply for graduation through the online application available in BanWeb by the posted deadlines