

# **Faculty Senate Meeting Minutes October 17, 2025 Approved November 5, 2025**

## **1. Call to Order**

*Called to order by Chair McLean at 1:03pm.*

## **2. Roll Call**

*Present:*

*Allen, Belim, Bergiel, Brock, Bryan, Buzon, Chen, Colley, Council (proxy), Dyar, Ellison, Fleming, Green, Griffin, Hadley, Harte, Hildebrandt, Hopper, Ivory, Janzen, Khan, Kimbrel, Koczaks, Maggiano, Matthews, Moon, Ofoe, Peralta, Schoon, Riker, Roberts, Ruffin, Shelnut, Sicignano, Swift, Talbot, Viswanath, Webb, Wentz, Yang, Yarbrough, Yeh, Zot*

*Absent:*

*Boyd, Elias, Elman, Faucette, Kazeem, Mendes, Seong*

## **3. Minutes**

A) The September 19, 2025 Faculty Senate Meeting Minutes were approved electronically on October 7, 2025.

## **4. Administrator Reports**

A) President

- a) *Federal updates. Continues to watch budget stalemate and shutdown. Some research grants may be impacted if this continues. Infrastructure issues in progress regarding drainage in Love Valley, but on hold until shutdown ends.*
- b) *Legislative session. Elected leaders in flux. Was at dinner with Governor last night, had positive things to say about visiting campus in the past when his daughter was a student. Getting elected officials on campus always helps them to understand infrastructure. Newnan community is supportive. Growth needs to be deliberate at Newnan, being mindful of enrollment balance with Carrollton.*
- c) *Athletics plays tomorrow, in a good position with football second year D1. 14 other NCAA sports ongoing, encourages faculty to attend.*

- d) *Enrollment roughly 16,000: positive for tuition dollars and formula funding from state, paid out two years in future. Will continue to reinvest in campus including compensation studies, recognizes this is an issue.*
- e) *BoR meeting. Minimal agenda, but university is well-positioned. NISS conversations during meeting.*
- f) *Maple rehabilitation project. Planning to build houses, add dining, condos, and retail. Creates opportunities for new faculty and staff. Roundabout project ongoing. Looking to clean up area and enforce citations.*
- g) *Ride along with police department on campus last night. Good conversations with police officers, shared community policing and safety net aspects of policing on campus. Will not influence how police utilize their discretion, but supports mission. Encouraged faculty to do a ride along if possible to see how police do their jobs and keep campus safe.*
- h) *Homecoming next week.*
- i) *Questions*
  - *Q: Commission for public education new accreditation body comments?*
    - *A: SACSCOC accrediting body. Push for new accrediting agencies in line with Florida's push to be accredited by other bodies. Georgia and other states signed on as early adopters/interest. President Mark Becker is leading this movement. Years away from this becoming a reality and get approval from the Department of Education to be an accredited institution. Not aware of UWG acting to this end, but will need to be part of process as it evolves. Chancellor noted support of SACS, this would just be another accrediting body. Regional accreditation would be most important due to need for federal financial aid, and would work with discipline bodies. Cannot speculate on the unknown, will manage issues as and if they arise.*
  - *Q: Suggestion to share his background and personal story with students as they may find it inspirational so that they can see themselves in the President's model regarding success. Public opinion can be positively influenced by these connections and stories.*

- *A: Appreciated comment.*
- *Q: Staff had expectation to interact with President more often and note disparity between faculty and staff access.*
  - *A: Many constituents, but will make an effort.*
- *Q: Academic freedom. Will a statement be provided or an update?*
  - *A: Provost: pointed senators to USG policies and practices, happy to discuss one on one.*
- *Q: Regarding CRASE (active shooting) training and the police: do we have plans to conduct this training for everyone?*
  - *A: Training can be based in the department, hesitant to add more mandatory training to all faculty. Can talk to the chief to expand knowledge of this program and its availability.*

#### B) Provost

- a) *Thank you to all faculty. Agenda is a testament to the fact that we continue to innovate and improve. Construction management, gaming, and philosophy help to maintain relevance.*
- b) *Engagement reports: kudos to all. Appreciates time as leaders and on senate.*
- c) *ITS phone updates. ITS and Provost have been advocating for change for many years. If faculty need a line, that is available. A survey was conducted to determine dead lines; UWG does not need to pay for those lines and AVAIA is raising rates. Same number will be used by faculty, but for within UWG calls and in Teams. If faculty need a headset, ITS will have an opportunity for faculty to choose (not paid for by department, will be paid for by ITS). ITS updates will be coordinating with faculty to not interfere with faculty schedules. Saved numbers will be wiped; faculty should archive before the updates.*
- d) *Facilities requests. Quarterly; items prior to October are being reviewed. North side of Humanities has a cut that will be addressed. Requests will be tiered, with compliance and safety priorities. Public image and maintenance items need to be noticed and reported.*
- e) *State of the university. Up 11.65% enrollment year over year. New undergraduate full-time, first-time up nearly 13%; continuing to make connections with local*

*high schools is critical and working. Graduate enrollment still growing, up 14.5%. Undergraduate overall up 10% year over year. Researching high school attendance to determine feeder school analytics. Ensuring there is parity among large districts and potential enrollment. Need to be specific about discipline recruitment and speak directly to students regarding those interests. Retention up over 1%, steadily increasing. Improving retention and graduation consequently improves student and family lives.*

- f) Engagement and modality updates. Students eager for more on campus engagement. Provost still pushing for face-to-face opportunities for classes. Looking at best practices compared to KSU and Southern; we're at 16%, not high in classes across the week. Automatically enrolling students into classes in the spring: will add and remove sections as needed. Up from 500 to 1000 students engaged on campus on Fridays; similar increase on Saturdays: metrics show progress. Will still meet needs of online students or those who only attend two days per week. Answers issues regarding engagement, access, improving perceptions of system office and Chancellor (not transactional, but a vibrant campus). If we were fully online then need for people and buildings is diminished. Place-making is enhanced, morale and engagement are increased with more face to face opportunities. 10 point higher graduation rate for students who are on campus as opposed to fully online. Meeting needs of multiple markets. Consolidation of other local institutions may have played a role in decrease in engagement before this point, but strategy is to revive and improve.*
- g) Compliments to Humanities regarding the undergraduate research conference. Students provided excellent presentations. One sample of great work that goes on across campus in all schools.*
- h) QEP. We are not stopping the QEP. Experiential learning and career readiness are part of the right work to do even though QEP technically expires. Leadership team still in place, talk with Provost and others if interested in being part of conversation.*
- i) Questions*
  - Q: Telephony. If units want lines retained, who do they tell?*

- *A: If a phone is turned off, we can turn it back on immediately. Deans notified about a month ago. Hold onto numbers; reach out to Dean.*
- *Q: Newnan. Opportunities for growth: how are the schedules in Newnan created and how can communication be increased to faculty?*
  - *A: Newnan has one section to build out. Team at Newnan campus responds to growth in dual enrollment, class changes come from this need and space utilization overall. Immediate need must be fixed, but for longer term course planning that can be communicated to faculty. Growth opportunities on a discipline-need basis: if faculty note opportunities, they should communicate that with Deans, Provost, etc. Expansion into Douglas county as well, particularly in the computing field. Balance needed to not to draw students away from main campus.*
- *Q: MWF classes. May negatively impact student attendance due to commitments, work, etc. Collect MWF DFW rates compared to twice per week courses; keep attendance records, and student opinion data.*
  - *A: Welcomes this data. Various studies will show no impact or that micro engagement increases student success. May form a group to look into this sort of data. Difference between “have” versus “get” to come to class: what can faculty do to increase student desire to be present in class? World has changed regarding need and desire for online courses. Welcomes conversation regarding contact hour need and engagement on a larger basis. UWG still needs to compete online for certain markets, but as an institution we need the in person experience. We should always be listening to our customer, the students, but we make decisions as the experts in the room. Growth position right now is healthy and indicates that we can offer a variety of options. Accepted into a national cohort to look into a student schedule workgroup, goes through calendar year 2027, will*

*bring back information as it is received, will discuss results and best practices.*

- *Q: Plans to add more faculty? Faculty schedules are increasing in terms of workload.*
  - *A: Tremendous growth necessitates increased sections; how to take LTIs and flip them to more longterm positions, shift off of overloads and part-time faculty. Overloads to be used sparingly, per USG policy. Projections for future semesters and years may indicate need for different hiring approach. Committed to adding resources based on growth.*
- *Q: Dr. Peralta offered to also collect data regarding MWF data.*
  - *A: Will be looking at data from sections. Strategy should align with a clear goal and be measurable: does data support efforts and how to adjust? When will we see those results and what process is in place right now to determine effectiveness? Agrees in importance of learning and changing. Student success data is measured every semester including DFW and other matters. Constantly looking at this data and will report back to the senate every semester. Looking into why students do not succeed.*
- *Q: Principal lecturer position is a good opportunity for lecturers to move into more dedicated positions. Is there a plan to open this process?*
  - *A: Chair McLean: FAC looking into this issue and it has been addressed in Provost's Council. Provost: has seen it used successfully elsewhere, aligns with USG policy, would work to update P&T documents, etc.*
- *Q: MWF trade off with ten minute difference between classes. Remembers when shift away from MWF classes happened partly because of accessibility issues given the size of the campus. Is coordination with accessibility occurring?*
  - *A: Facilities has transit times and will accommodate as required. Ten minute difference is a best practice in the USG: increasing*

*timing erodes ability to offer adequate number of classes and meet growth projections. If there are individual needs they will be accommodated. If technology issues occur, reach out to ITS or the Provost. Scheduling is a complicated issue: if faculty are teaching back to back then look into changing location of courses.*

- *Q: Retention and graduation rates often separate conversations. Is research in progress to determine how these aspects are linked?*
  - *A: Takes time: improvements today do not pay off for several years. Some credit and no degree: how to reclaim students and help them complete degrees? Issues are interconnected, with retention increasing graduation accordingly. DFW and individual scenarios may ultimately contribute to students not graduating, but looking through all factors. Students that stop here and do not graduate from USG are of most concern. Tracking by major and influences down to individual choices. If students engage in at least one activity outside of class, retention increases; peer connections; who is not engaged and how do we connect them somehow?*
- *Q: Will the question of why are students not engaged be addressed?*
  - *A: Yes, and who owns that? Student Affairs, Residence Life, etc.? If we can make an impact on one or two students then it compounds in success.*
- *Q: 100 MWF sections in coming spring, what about last spring?*
  - *A: About 40. Taking on campus resident students in first year classification and dividing by MWF courses can determine part of need. Registrar: 1,161 enrolled in MWF, only 25 students withdrew (2%, which is in line with MW/TR withdrawals). Provost: overabundance of choice can be overwhelming: adding structure for student schedules can be positive to make the college graduation process easier.*
- *Q: When will upcoming faculty vacancies be listed?*

- *A: Can only say as soon as possible. Understands that people need an idea as to what is next.*
- *Q: Conducts surveys with students regarding questions and concerns from students, students provided suggestions such as a better way to communicate with faculty. Students prefer methods other than email. CourseDen is not user-friendly regarding communication and the way that it looks right now. Dropdown menu revision is not user-friendly.*
  - *A: IFE: CourseDen is controlled by Brightspace, not controlled by us and will not be changed.*
- *Q: Can there be a way for students to find answers for any problem?*
  - *A: Momentum Center is designed to be the solution. Fees, enrollment, etc. designed to be the connection for students to the right place. Facilities tickets should be addressed to Housing or Residence Life or connect to the Provost.*

## 5. Committee Reports

### **Executive Committee (Dylan McLean, Chair)**

#### **Information Items:**

- 1) General Information Updates
  - a) *Please continue to send Chair McLean and committee chairs issues or points of question or concern. Committee chairs are very relevant and should be contacted; some issues will be discussed as a group.*
  - b) *Volunteer for parking appeals committee needed. Opportunity for someone to volunteer: email Chair McLean.*
- 2) Committee Chair General Updates
  - a) *None.*

### **Committee I: Undergraduate Programs Committee (Charles Sicignano, Chair)**

#### **Action Items:**

*Approved unanimously as a block vote.*

- A) College of Humanities, Arts, and Social Sciences
  - 1) School of the Humanities
    - a) [PHIL 2050 – Science, Technology, and Society](#)

Request: Add

An examination of science and technology as activities with a broader, human dimension. Topics of survey and analysis include the history of scientific reasoning, the social and cultural dimensions of technological invention and design, and issues such as socio-ethical responsibility in science and technology, funding of these fields, scientific literacy, generative AI, Big Data, and ethics of emerging technologies.

RATIONALE: Philosophy is proposing a new core course, PHIL 2050 Science, Technology, and Society (STS), and proposing to place this course into Area S of IMPACTS. (It would serve alongside PHIL's existing Area S course, PHIL 2130 Intro to World Religions.) The closest analogue of this course among USG competitor schools is KSU's STS 1101, with the same title and similar LOs as ours; that course is in Area S. This course fulfills a great need in IMPACTS at UWG for an STS-related offering. The course will critically examine science and technology as culturally embedded, value-driven activities. Students will study theories of science, technology's social dimensions, and ethical issues such as AI, Big Data, and emerging technologies. In addition to the SLOs noted below, PHIL 2050 builds Area S's career competencies by showing how science and technology are shaped by cultural values (intercultural competence), engaging students in real-world case analysis that connects science, society, and history (perspective-taking), and strengthening their ability to argue and defend positions on complex issues like AI and Big Data through writing and discussion (persuasion). Furthermore, there is an institutional need for a UWG course that explicitly links science/technology to broader social and value dimensions. Looking broadly at competitors and market analysis, firstly, only KSU among our competitors offers a similar course. Second, the course aligns strongly with data from Georgia's Hot Careers 2030 report, among other studies, by helping offer in-demand skills to all UWG students.[1] Third, philosophy and humanities graduates tend to enter high-growth fields such as law, education, HR, and technical services, all of which require fluency in the function and

social impact of technology.[2] Lastly, Philosophy is well-positioned to fill this gap and to prepare students for careers requiring critical thinking, ethics, and technological fluency. We currently have faculty expertise in the exact area of this course. And this area is a well-established and widely taught subfield of philosophy.[3] Overall, in terms of strategic value, PHIL 2050 will help position UWG as a leader in helping all students to navigate the ethical, cultural, and social challenges of rapidly evolving science and technology.

B) Perry College of Mathematics, Computing, and Sciences

1) School of Computing, Analytics, and Modeling

a) Computing, B.S.

Request: Revision

The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth technical areas. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, data science, and game design and development. Learning Outcomes Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.

Communicate effectively in a variety of professional contexts. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. These are the Student Outcomes mandated by the ABET General Criteria for accreditation in Computing programs. We have adopted these for our Program Outcomes as we intend to seek ABET accreditation.

RATIONALE: Data gathered by the College of Computing, Mathematics, and Sciences has shown that the drop-out rate of students in the college is the highest in their sophomore year. As an initiative to improve retention rates,

CMCS has asked every program to introduce a sophomore seminar that helps students understand their career options, and in turn motivates them to stay in their major or to make an educated decision if changing majors. This proposal is part of the following changes to add a sophomore seminar to the B.S. in Computing: - The credit hour reduction of CS1300 from 4 to 3 credit hours and the removal of the career component currently included in CS1300. - The addition of a 1-credit hours sophomore seminar which includes a career exploration component. (The new sophomore seminar was approved in Spring 2025.) - Adding the sophomore seminar to the Field of Study of the B.S. in Computing.

b) [COMP 4981 – Independent Study](#)

Request: Add

Individual topic in computing through a mutual agreement between the student and a computing faculty member. May be repeated for a maximum of 9 hours credit. Departmental consent is required for use of this credit toward a major in Computing.

RATIONALE: The B.S. in Computing degree currently lacks a COMP-designated course that enables students to earn credit for independent study. Such a course would support faculty-supervised research projects or allow students to pursue in-depth exploration of topics not covered by regularly offered courses. Introducing this course would encourage student engagement in high-impact practices such as undergraduate research and foster deeper learning in emerging or specialized areas of computing.

c) [CS 1300 – Introduction to Computing](#)

Request: Revision

This course introduces two fundamental aspects of computer science--abstraction and design--as students learn to develop programs in a high-level programming language. Students will study and implement a variety of applications, including graphics and scientific simulations. The course assumes no prior background in programming or computer science.

RATIONALE: Data gathered by the College of Computing, Mathematics, and Sciences has shown that the drop-out rate of students in the college is the highest in their sophomore year. As an initiative to improve retention rates, CMCS has asked every program to introduce a sophomore seminar that helps students understand their career options, and in turn motivates them to stay in their major or to make an educated decision if changing majors. This proposal is part of the following changes to add a sophomore seminar to the B.S. in Computing: - The credit hour reduction of CS1300 from 4 to 3 credit hours and the removal of the career component currently included in CS1300. (The prior learning objective "Describe a variety of careers in computing." has been removed.) - The addition of a 1-credit hours sophomore seminar which includes a career exploration component. (The new sophomore seminar was approved in Spring 2025.) - Adding the sophomore seminar to the Field of Study of the B.S. in Computing.

C) Richards College of Business

1) Department of Management

a) Management B.B.A.

Request: Revision

The B.B.A. program in Management is designed to prepare students to effectively plan, organize, direct, and control organizational resources. Students can pursue a traditional plan of study or concentrate their studies in human resource management, supply chain management, project management or entrepreneurship and small business management. The management program helps prepare students for a variety of positions in regional, national, or international organizations or to pursue graduate studies. Accreditation: AACSB Learning Outcomes Students will be able to examine and analyze basic employment-related data. Students will be able to identify and evaluate issues involved in international business relationships. Students will be able to identify basic principles associated with leadership. Management majors will demonstrate a more comprehensive knowledge of

management concepts and principles as compared to non-management BBA majors as a whole.

RATIONALE: Construction Management is in high demand in today's work environment. The concentration in Construction Management is designed to align with the five core objectives of modern construction projects: Safety, Time, Cost, Quality, and Environmental Responsibility. To achieve these goals, the curriculum includes six courses that integrate technical knowledge with project management, financial analysis, safety practices, and sustainable construction principles.

b) Minor in Construction Management

Request: Add

The minor in Construction Management is designed to align with the five core objectives of modern construction projects: Safety, Time, Cost, Quality, and Environmental Responsibility. To achieve these goals, the curriculum includes five courses that integrate technical knowledge with project management, financial analysis, safety practices, and sustainable construction principles.

RATIONALE: There is a growing demand for construction-focused programs in universities. A minor in this area would benefit many majors at UWG, including Earth and Environmental Science, Accounting, Geography, etc. We are in the process of establishing a concentration within the BBA in Management for Construction Management. And we would like for students outside of the management major to have the opportunity to include a construction management minor if it aligns with their career goals.

c) CMGT 3700 – Intro to Construction Management

Request: Add

Introduction to the construction industry and construction management—characteristics of the construction industry, project life-cycle and stakeholders, the roles and responsibilities of construction managers; fundamentals of sustainable technologies and practices for built environment, including the USGBC LEED Certificate Program; introduction to light and heavy infrastructure systems—structure, finish, mechanical, electrical, and plumbing

systems, materials and methods, and construction process; lab activities may include performing fabrication and assembly, field work, and tests.

RATIONALE: This is one of six courses that will be required for the management concentration in "Construction Management." This is the first of the six courses that students will take as a sophomore or junior.

d) CMGT 3720 – Construction Graphics & Communications

Request: Add

Study and practice visualization, interpretation, and communication of graphical geometry in manual and digital construction and engineering design; emphasis on developing hand-sketching abilities, reading and analyzing construction documents, and applying computer-aided design and fundamentals of information modeling software.

RATIONALE: CMGT is the second of six courses that will be required in the new Construction Management concentration and minor.

e) CMGT 3740 – Construction Management Internship

Request: Add

Pre-planned, unique practicum that provides knowledge and skills not found in the traditional classroom setting; obtaining real-world experience in field management, office operations, construction management practices, and project administration; delivery of a final report and oral presentation.

RATIONALE: This is the third of six courses in the new Construction Management concentration and minor.

f) CMGT 4700 – Construction Planning and Scheduling

Request: Add

Analysis of project documents to develop and manage project execution plans and schedules; planning and scheduling methods and techniques—work breakdown structure, CPM, PERT, and other scheduling techniques; construction resource allocation and management; monitoring and controlling project status and performance; computer-based planning and scheduling.

RATIONALE: This is the fourth of six courses in the new Construction Management concentration and minor.

g) [CMGT 4720 Construction Cost Estimating and Management](#)

Request: Add

Determining required quantities of construction materials; estimation of construction project costs—direct and indirect, labor, material and equipment—from construction documents; preparation of a complete bid proposal ready for project execution; contract procedures, bidding, changes, substitutions, specifications, insurance, bonding, claims, disputes and payments; computer-based estimating.

RATIONALE: This is the fifth of six courses that will comprise the new Construction Management concentration and minor.

h) [CMGT 4740 – Construction Management Capstone](#)

Request: Add

Development of an actual construction project and/or a business plan; elements of project selection, administration, construction law/contract, field management, and quality; construction safety standards tools—OSHA safety requirements and job safety analysis; application of the principles of construction ethics; development of professional oral and written communication skills through prepared multi-media presentations.

RATIONALE: This is sixth of six new courses comprising the new Construction Management concentration and minor.

i) [Nexus Supply Chain Management](#)

Request: Delete

The Nexus degree in Supply Chain Management is an excellent option for students who are working professionals, military members, or those seeking a more short-term, focused degree to begin a career or to pursue an alternative route to a more advanced degree. Students will study operations management, supply chain management, logistics, and lean six sigma. Additionally, projects will be completed using a supply chain simulation and SAP enterprise software. Once complete, students will likely seek careers in areas such as logistics, storage and distribution, materials management, production, shipping and receiving, and procurement.

RATIONALE: There is insufficient demand for this Nexus degree to justify continuing to offer this alternative. The program typically has less than five students and some of these students appear to be pursuing a Bachelors degree and just picking the Nexus degree because it is imbedded in the Bachelors degree. In our experience, the insufficient demand is primarily due to two reasons: (1) most individuals and employers are not familiar with a Nexus Degree and do not recognize it as a compelling degree; and (2) most of the courses are not focused on the "technical" aspects of Supply Chain Management, but rather on General Education Requirements (42 or the 60 hours) - we have found that most employers/employees are simply not interested in this approach.

j) [Project Management Minor](#)

Request: Add

A minor in Project Management focuses on organizing, monitoring, and completing projects from initiation to closure. Project Management skills are useful in careers such as event management, construction management, and informational technology.

RATIONALE: A minor in project management is useful across many different career paths such as event planners and construction managers. Developing techniques to keep projects on budget and on time is critical to successful completion. It is hoped that this minor will be attractive to students across many different disciplines. The Management Department already has an embedded concentration in project management in the BBA in Management. Thus, this minor simply opens up these courses to others who may be interested.

2) Department of Economics

a) [ECON 1101 – Economics of Financial Literacy](#)

Request: Revision

This course explores the microeconomic and macroeconomic principles that underpin financial literacy, emphasizing the importance of informed decision-making in personal finance. In this class, students will learn how to apply

economic thinking to real-world financial situations and develop the skills necessary to make sound financial decisions. Specifically, students will learn how to use economic theories and concepts to make informed decisions about budgeting, cash flow management, maximizing their earnings potential, tax planning, obtaining and using credit, saving and investments, insurance and risk management, and retirement. The course will emphasize the importance of understanding the broader economic context when developing and implementing financial plans.

RATIONALE: The USG and Ecore is requesting all campuses to have a financial literacy course in the core. The course was approved last year and this is intended to add the course to the core.

D) University College

1) Interdisciplinary Studies

a) [Gaming](#)

Request: Add

Leverage the integration of the arts and sciences using disciplinary insights from Art, Computer Science, and Theatre in the process of developing successful video games.

**Information Item (Figure 1):**

A) The UPC approved the attached list of Undergraduate Research High Impact courses.

**Committee II: Graduate Programs Committee (Kim Green, Chair)**

**Information Items (Figure 2):**

A) GPC approved the deactivation/deletion of two programs submitted by the College of Education as described below:

1) Department of Leadership, Research, and School Improvement

a) [Educational Leadership - Tier I Educator Certification Program](#)

Request: Delete

This was an old non-degree program that does not include new course numbers. It has been replaced with the Post Master's Certificate in Educational Leadership Tier 1 Certification Program. The only change in the

two is course number revisions. The courses are the same. No Teach-Out Plan is necessary as there are no students enrolled in this program.

b) Educational Leadership - Tier II Educator Certification Program

Request: Delete

The Non-Degree Educator Certification for Educational Leadership - Tier II Educator Certification Program needs to be deactivated. It was replaced with the Post Master's Certificate for Educational Leadership Tier 2 Certification Program. No Teach-Out Plan is necessary as there are no students enrolled in this program.

6. Old Business

a) *None.*

7. New Business

a) Presentation by Human Resources: Open Enrollment and Benefits Plan Changes for 2026. (Alicia Hargraves-Bradford, Interim Assistant Vice President and Chief Human Resources Officer)

- i. *There will be some changes to benefits this year. See [Figure 3](#) for details. Open enrollment is 10/27-11/7. Changes can be made in OneUSGConnect through the end of the year. Teams webinar regarding programs will be available through the USG.*
- ii. *Everyone needs to login to make elections. Tobacco use and working spouse status must be addressed. FSA contribution election also needs to be selected if desired.*
- iii. *Cost increases will be happening in all plans.*
- iv. *Beneficiary designation is something that should be reviewed.*
- v. *Review retirement plans and elections.*
- vi. *Shared sick leave can only be enrolled during open enrollment.*
- vii. *National Average Drug Acquisition Cost enacted. Pharmacy must honor lowest cost per copay.*
- viii. *Benefits Fair 10/22.*
- ix. *Utilize Well-Being program, Virtual Benefits Counselors, etc.*

8. Announcements

- a) *David Newton: major fair took place this week, received good feedback from students. Suggestions for improvement can be sent to advising or to Dr. Newton. Perhaps changing to TR free hour in the future. Appreciates engagement.*
- b) *Chair McLean reminded senators to share senate information with constituents and maintain conversations for items that need to be discussed.*

9. Adjourn

*Adjourned by Chair McLean at 2:47pm.*

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

**Figure 1.**

DATE: May 13, 2025

TO: Faculty Senate Undergraduate Programs Committee (UPC)

FROM: Dr. Lisa Connell and Dr. Nathan Lawres, Co-Directors of the Office of Undergraduate Research, on behalf of the Undergraduate Research Committee

Dear Colleagues on the UPC:

The Undergraduate Research Committee met on May 5, 2025 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) |
|---------------------------------|---------------|---------------------------|--------------------------------------------------------|--------------------------------|-------------------------------------|
| All MUSC 2600/4600 designations | Applied Music | Cale Self                 | All                                                    | 2                              | 4                                   |

|                                       |                                                                         |                  |                   |   |   |
|---------------------------------------|-------------------------------------------------------------------------|------------------|-------------------|---|---|
| All MUSC<br>2700/4700<br>designations | All Large Ensembles                                                     | Cale Self        | All               | 2 | 3 |
| All MUSC 2800<br>designations         | All Small Ensembles                                                     | Cale Self        | All               | 2 | 2 |
| ANTH 1105L                            | Introduction to Biological<br>Anthropology Lab                          | Isabel Maggiano  | All               | 2 | 1 |
| ART 3260                              | American Art                                                            | Nathan Rees      | All               | 2 | 2 |
| ART 3301                              | Beginning Ceramics                                                      | David Collins    | All               | 1 | 4 |
| ART 3302                              | INTERMEDIATE<br>CERAMICS – Molds,<br>Multiples, and Mechanical<br>Means | David Collins    | All               | 2 | 3 |
| ART 4009                              | Curriculum and<br>Assessment for Art                                    | Jason Swift      | All               | 3 | 3 |
| ART 4302                              | Intermediate Ceramics –<br>20th Century Studio                          | David Collins    | All               | 3 | 3 |
| ART 4303                              | Intermediate Ceramics:<br>Surface, Image & Text                         | David Collins    | All               | 2 | 4 |
| ART 4304                              | Advanced Ceramics                                                       | David Collins    | All               | 2 | 3 |
| BIOL 4424                             | Wildlife Habitat Ecology                                                | Joe Hendricks    | All               | 4 | 2 |
| COMM 1100                             | Human Communication                                                     | Melanie Conrad   | All               | 1 | 1 |
| COMM 2254                             | Media Ethics                                                            | Melanie Conrad   | All               | 1 | 1 |
| COMM 3200                             | Rhetoric and Social<br>Influence                                        | Melanie Conrad   | All               | 2 | 2 |
| COMM 3301                             | Fundamentals of<br>Newswriting                                          | Melanie Conrad   | All               | 2 | 2 |
| COMM 3310                             | Persuasion and Social<br>Influence                                      | Melanie Conrad   | All               | 1 | 1 |
| COMM 3320                             | Communicating in Groups                                                 | Melanie Conrad   | All               | 2 | 2 |
| COMM 3350                             | Digital Media Industries                                                | Melanie Conrad   | All               | 2 | 2 |
| COMM 3351                             | Radio & Audio Production                                                | Melanie Conrad   | All               | 1 | 1 |
| COMM 3354                             | Digital Media and Society                                               | Melanie Conrad   | All               | 2 | 2 |
| COMM 3355                             | Digital Media<br>Programming &<br>Management                            | Melanie Conrad   | All               | 2 | 2 |
| COMM 4600                             | Communication Theory                                                    | Melanie Conrad   | All               | 2 | 2 |
| MKTG 3808                             | Business Research                                                       | Beheruz N Sethna | Fall 82457, 82458 | 2 | 3 |

|                |                                   |                     |                                                                                              |   |   |
|----------------|-----------------------------------|---------------------|----------------------------------------------------------------------------------------------|---|---|
| MUSC 2700/4700 | Wind Ensemble                     | Cale Self           | All                                                                                          | 2 | 2 |
| MUSC 2710/4710 | Symphonic Band                    | Cale Self           | All                                                                                          | 2 | 2 |
| MUSC 2720/4720 | Marching Band                     | Cale Self           | All                                                                                          | 2 | 3 |
| MUSC 2730/4730 | Jazz Ensemble                     | Cale Self           | All                                                                                          | 2 | 2 |
| MUSC 2750/4750 | Concert Choir                     | Cale Self           | All                                                                                          | 2 | 2 |
| MUSC 2760/4760 | Chamber Singers                   | Cale Self           | All                                                                                          | 2 | 2 |
| MUSC 2770/4770 | Opera Workshop                    | Cale Self           | All                                                                                          | 2 | 2 |
| POLS 3401      | Comparative Politics              | J. Salvador Peralta | Fall 80689                                                                                   | 4 | 3 |
| SOCI 3603      | Sociology of Gender               | Elroi Windsor       | Spring 2025; reviewed by special request for inclusion in Spring 2025 UR course designations | 2 | 2 |
| SPED 3750      | Practicum: Diverse Experiences    | Ashley Sutton       | All                                                                                          | 1 | 1 |
| SPMG 4680      | Applied Research Methods in Sport | Hyunseok Song       | All                                                                                          | 3 | 3 |

In the event that the Undergraduate Research High Impact Practice attribute in Banner is no longer applicable to a course, faculty can request the attribute be removed. No request was made to remove a UR attribute at the time of the Undergraduate Research Committee meeting on May 5, 2025. Future requests will be forwarded to the Registrar upon review by the Undergraduate Programs Committee.

| Course Prefix and Number | Course Title | Submitting Faculty Member | All or some sections? (CRNs indicated where necessary) | Current UWG UR designation | Request |
|--------------------------|--------------|---------------------------|--------------------------------------------------------|----------------------------|---------|
|--------------------------|--------------|---------------------------|--------------------------------------------------------|----------------------------|---------|

Figure 2

## Educational Leadership - Tier I Educator Certification Program

### 2026-2027 Graduate Delete Program Request

#### General Information

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

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](mailto:curriculog@westga.edu).

Desired Effective  
Semester \*

Fall

Desired Effective Year \*

2026

What would you like  
to do? \*

☒ Deactivate Existing Program

☐ Terminate Existing Program

#### 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](mailto:curriculog@westga.edu).

School/ Department \*

Department of Leadership, Research, and School Improvement

Is this a School of  
Nursing or School of

☐ Yes

☒ No

23 Is this a College of  
Education Program? \*

☒ Yes

☐ No

## Program Information

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

**DO NOT** edit the imported information below.

**Type of Program\*** ☒ Program  
☐ Shared Core

**Program Name\*** Educational Leadership - Tier I Educator Certification Program

**Program Type\***

**Degree Type\***

**Program Description\*** Non-Degree Educator Certification Program for Educational Leadership - Tier I Educator Certification Program

**Program Location\***

**Status\*** ☒ Active-Visible ☐ Inactive-Hidden

## Required Courses

EDLE 6316 School Law, Policy, and Ethics  
EDLE 6327 Leadership for Student Learning  
EDLE 6329 School Operations for Student Learning  
EDLE 6341 Using Data to Improve the School  
EDLE 7312 Schools and Community Engagement

## Total Program: 18 Hours

**PROGRAM NOTE:** Candidates completing the program are required to take and pass the GACE content assessment in Educational Leadership and the Georgia Ethics for Educational Leadership - Program Exit Assessment to achieve state certification.

## Justification and Assessment

**Rationale\*** This was an old non-degree program that does not include new course numbers. It has been replaced with the Post Master's Certificate in Educational Leadership Tier 1 Certification Program.

The only change in the two is course number revisions. The courses are the same.

No Teach-Out Plan is necessary as there are no students enrolled in this program.

### SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to [kylec@westga.edu](mailto:kylec@westga.edu)

### **REQUIRED ATTACHMENTS**

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

#### 1.) Teach Out Plan

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

**Teach Out Plan** ☐ I have attached the Teach Out Plan as required.

**Administrative Use Only - DO NOT EDIT**

**Program ID** \* 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.

# Educational Leadership - Tier II Educator Certification Program

## 2026-2027 Graduate Delete Program Request

### General Information

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

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](mailto:curriculog@westga.edu).

Desired Effective  
Semester \*

Fall

Desired Effective Year \*

2026

What would you like  
to do? \*

☒ Deactivate Existing Program

☐ Terminate Existing Program

### 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](mailto:curriculog@westga.edu).

School/ Department \*

Department of Leadership, Research, and School Improvement

Is this a School of  
Nursing or School of

☐ Yes

☒ No

27 Is this a College of  
Education Program? \*

☒ Yes

☐ No

## Program Information

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

**DO NOT** edit the imported information below.

**Type of Program\*** ☒ Program  
☐ Shared Core

**Program Name\*** Educational Leadership - Tier II Educator Certification Program

**Program Type\***

**Degree Type\***

**Program Description\*** Non-Degree Educator Certification for Educational Leadership - Tier II Educator Certification Program

**Program Location\***

**Status\*** ☒ Active-Visible ☐ Inactive-Hidden

## **Admission Requirements Include the Following:**

An Ed.S. or an Ed.D. degree from an accredited institution

Hold a leadership position in a local education agency (LEA), or other service organization with which the university has a formal partnership agreement.

Be recommended by the Superintendent, Headmaster, or the senior administrator of the employing LEA or organization.

Must have "Tier I", "L", or "PL" certification

Must complete Georgia Ethics for Educational Leadership - Program Entry Assessment (Test 370)

## **Plan of Study**

## **Performance-Based Residency Lab: 9 Hours**

**EDLE 8301 Educational Leadership Residency  
Lab I**

**EDLE 8302 Educational Leadership Residency  
Lab II**

**EDLE 8303 Educational Leadership Residency  
Lab III**

## **Performance-Based Residency Courses: 12 Hours**

**EDLE 8304 Leadership for Organizational  
Change and Improvement**

**EDLE 8305 Effective Management to Promote  
Student Learning**

**EDLE 8306 Instructional Leadership for  
Improving**

**EDLE 8329 Leadership for Equity and  
Excellence**

## Total Program: 21 Hours

### Justification and Assessment

**Rationale\*** The Non-Degree Educator Certification for Educational Leadership - Tier II Educator Certification Program needs to be deactivated. It was replaced with the Post Master's Certificate for Educational Leadership Tier 2 Certification Program.

No Teach-Out Plan is necessary as there are no students enrolled in this program.

### SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to [kylec@westga.edu](mailto:kylec@westga.edu)

### REQUIRED ATTACHMENTS

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

#### 1.) Teach Out Plan

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

**Teach Out Plan** ☐ I have attached the Teach Out Plan as required.

### Administrative Use Only - DO NOT EDIT

**Program ID\*** 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.

### Figure 3

Editor's note from Friday's meeting - There are no **plan design** changes for Kaiser for 2026. All plans have **premium changes**, which are not the same as plan design.

#### Premium changes:

| Employee Monthly Premium<br>(+/- \$ Change from Current) | Anthem<br>(USG Self-Insured Coverage) |                       |                | Kaiser Permanente<br>(Fully Insured) |
|----------------------------------------------------------|---------------------------------------|-----------------------|----------------|--------------------------------------|
| Tier                                                     | Consumer Choice<br>HSA                | Comprehensive<br>Care | BlueChoice HMO | HMO                                  |
| Employee                                                 | \$105 (+\$7)                          | \$233 (+\$13)         | \$286 (+\$12)  | \$219 (+\$12)                        |
| Employee + Child(ren)                                    | \$230 (+\$22)                         | \$460 (+\$32)         | \$556 (+\$31)  | \$427 (+\$32)                        |
| Employee + Spouse                                        | \$269 (+\$26)                         | \$537 (+\$38)         | \$648 (+\$36)  | \$498 (+\$37)                        |
| Family                                                   | \$384 (+\$38)                         | \$767 (+\$54)         | \$926 (+\$52)  | \$712 (+\$53)                        |

#### 2026 Healthcare Plan & Open Enrollment Overview

A full summary of 2026 plan designs and premiums is available on the [USG Benefits website](#). 2026 Comparison Guides and virtual open enrollment sessions may be found on the [2026 Open Enrollment](#) webpage.

- Open Enrollment begins October 27 through November 7, 2025. Employees must complete their 2026 enrollment elections and certifications through OneUSG Connect – Benefits by **November 7**.
- Employee Premiums: Increases of \$7–\$54 per month, depending on plan and coverage tier (see above).
- Pharmacy Out-of-Pocket Maximums: Increased for Comprehensive Care and BlueChoice HMO plans.
- Well-Being Incentive: \$100 available for completing the Health Risk Assessment through your chosen provider.
- Weight Management Programs:
  - Anthem plans: Weight Watchers for employees and spouses
  - Kaiser plans: Omada weight management program.
- Consumer Choice HSA Plan: HSA match reduced from \$375 → \$325 (employee only) and \$750 → \$650 (family).
- In-network individual out-of-pocket maximum for family tiers increases from \$9,200 → \$10,000
- Tobacco Use & Working Spouse Surcharges: \$150/month. Certification is required for each Open Enrollment in OneUSG Connect – Benefits, or the surcharge applies. Visit [USG Surcharges](#) for more information.
- Retiree 65+ HRA Contribution: Reduced from \$2,640 → \$2,484 annually, a 6% reduction that mirrors the average employee-only premium increase.

Specific units may request OHR support by contacting HR Services at [hrrservices@westga.edu](mailto:hrrservices@westga.edu). Computer labs will be available on the UWG Carrollton campus for employees needing assistance with enrollment. Dates and locations to be announced.