Faculty Senate Meeting Minutes
December 5, 2025
Approved December 18, 2025

1. Call to Order

   Called to order at 1:00pm by Chair McLean.

2. Roll Call

   Present:

   Allen, Belim, Bergiel, Boyd, Brock, Buzon, Chen, Colley, Council, Dyar, Ellison, Elman, Fleming, Green, Griffin (proxy), Hadley, Harte, Hildebrandt, Hopper, Ivory, Janzen, Kazeem, Khan, Kimbrel, Koczkas, Maggiano, Moon, Ofoe, Peralta, Riker, Ruffin, Schoon, Seong, Shelnutt, Sicignano, Swift, Talbot, Webb, Wentz, Yang, Yarbrough, Yeh, Zot

   Absent:

   Bryan, Elias, Faucette, Matthews, Mendes, Roberts, Viswanath

3. Minutes

   A) The November 14, 2025 Faculty Senate Meeting Minutes were approved electronically on November 20, 2025.

4. Discussion with Leadership

   A) President

   - *Encouraged faculty to take part in Winter West.*

   - *Graduation. Over 1,500 students set to graduate next week. Students will earn at least $1.4 million over course of their lifespan as a result of graduating with a degree. More students are graduating year over year.*

   - *Federal government running. Will continue to track dismantling of Department of Education; not seeing impact at the moment. Provost will attend a meeting next week; will convey any new information. Thousands of bills are filed every year, but only a small percentage pass; will follow those that will have a larger impact on the USG.*

   - *Faculty and staff holiday party was well attended, looking forward to making it a tradition.*

   - *Questions:*

- *Q: From inaugural speech: mentioned UWG was awarded a grant number goal of $700,000, but Nursing received a grant of $3.7 million. How was the figure devised?*
  - *A: Realizes that some disciplines may not bring in the same amount of research dollars. Accounting questions, expenditures, etc. part of the figure, trying to determine salary costs and other items to determine more precise number. In discussions with Dr. Mosier regarding grants, research, etc. Are we counting graduate students doing research topics in local districts? Larger question of how can we define and determine what is being done currently to reach the $50 million dollar ultimate goal? Realizes that infrastructure needs to be implemented to help with pre- and post-awards, accounting, individual needs for support and sponsorship, seed money for grant opportunities, etc. Ensuring that return on investment is achieved from faculty endeavors. Realizes this is not an instantaneous process. National average is writing eight grants to get one awarded. Can explore deeper conversations regarding graduate assistants, etc. to provide time for grant writing.*
- *Q: Start-ups. For every dollar given as a start up for faculty, it was returned to the university multi-fold. Incoming faculty are getting these funds, but it is requested that they receive as large a start up as possible, and then hold faculty and departments accountable for return on investment.*
- *A: Appreciated this comment and realizes the importance of incentives.*

B) Provost
- *Commencement. Looking holistically to improve numbers overall.*
- *Thanks to SCM faculty; new VP joining.*
- *Visiting student success areas with the goal of improving strategic storytelling, so that prospective students realize that UWG is the right choice. Stories will be shared at commencement. Research, co-ops, internships, that lead to job offers are particularly important. Faculty are encouraged to highlight the successes of*

students; helping students know that they get a robust experience. ORSP is looking at potentially using ORCID, encourages senate to work with ORSP to capture the work that faculty are doing and accurately reflect in the broadest sense. ORSP previously had annual reports: question now of how to do this in the most efficient way possible.

- *Acknowledgement of Newnan campus faculty and staff and their efforts to encourage disciplines to come together across general education; looking to take this to a state level.*

- *Great work in Theatre for Tiny Tim's Christmas Carol. Winter West has been a success: attendance keeps improving, thanks to all disciplines that participated. Children will remember these experiences and UWG in the future.*

- *Nursing celebration next week in preparation for graduation; Honors medallion ceremony. Indicative of the experiential learning that happens at UWG. Recent article in the Chronicle of Higher Education based on the holistic experience, mentioned that students are looking for what happens outside of the classroom and UWG has a strong story to tell. We were mentioned at least five times in a discussion with the USG yesterday: UWG is making an impact and is doing great work.*

- *MWF classes in the spring semester. We are one of twenty institutions looking at student-centric course scheduling. Project 909 enrolling students living on campus pre-registering; about half dropped MWF schedules. Student feedback indicated less interest in Friday classes. Enrolling 450 students in MWF is still three and a half times what we had a year ago. Goal is to keep energy going through the weekend and enhance the campus experience. Helps to leverage housing, meal plans, and other items that students have already paid for. Pre-registering students helps them progress with their coursework. Dual enrollment students: treat them as Wolves and assume that students will be a part of the campus following high school graduation.*

- *Hiring. VP of strategic enrollment management interviews in progress, will have onsite campus visits right after commencement. Interim Deans charge meetings will be next week, positions are being advertised currently. Restructuring of COE:*

idea that has been put out within the college, no presupposition on the part of the Provost; discussion on how to scale, what administrative structure is needed, etc. No predefined plan. Academic structure is defined by the President.

- *Periodic Dean evaluation. We follow USG policy with deadline of February 28th. COE is being done this year, SCFM and Richard's College last year. Faculty governance defines who is on this committee.*

- *Budgetary transparency. Work with directors, chairs, and Deans for information. We have been in contraction for a number of years and the two year lag has finally kicked in to increase professional development and operating dollars. FY 27 allocation will depend on Governor, USG, etc. following processes. For summer conferences and fiscal year discrepancies: no dead time, if a conference is in July, the fiscal year can be crossed and split funds. Items can also be prepaid and encumber in the future year for items like hotels or per diem. There is risk depending on what happens with future budgets, but the university will absorb that cost. Increasing scholarship, grant writing, and visibility influences requirement. More students are applying earlier because our name is more prominent due to the scholarship and teaching quality of faculty, which is linked to professional development.*

- *Questions:*
  - *Q: What is the timeline for when and how we receive funds from the USG?*
    - *A: Using conservative language because we cannot promise dollars that we have not yet been allocated. The Governor accepts items, the USG then allocates per institution by the Chancellor, so it is quite late when we get the actual money. Reasonable approximation, but the dollars are not in our pocket until July 1. Annual evaluations and cover letter showing what was accomplished and what is projected in the coming year are important to help forecast financial commitments and receive funding. If chair and Dean sign off on evaluation then it should be treated as a commitment, not just a piece of a form.*
  - *Q: MWF. Building future schedules before the winter break; for fall, spring, summer we typically will only offer Core classes on MWF, but*

there is the fear that students will shift over to eCore instead, has seen before. Should we shift Core to MWF and what happens if we do lose students to eCore?

- *A: Will be an ongoing discussion. Pedagogical argument regarding best approach to delivering a course will be considered. Diversity of offerings: if only MWF and TR then could be missing out on students with commuting or other needs. Lower level courses may presume that students are on campus, but upper-level courses are a time when students are working towards graduation and the workforce. Goal for balance, but is a moving target. Will look to eCore to see if students do move in that regard. Asked for 10am, 11am, and 1pm, not early mornings and evenings, not designed for outlier courses that would not be popular for students.*
- *Comment: Recalls that MWF were in the morning and MW used to have to start in the later afternoon. In the coming spring, course times conflict with MW courses and impede enrollment.*
- *A: Happy to explore possibilities. Clustering labs, different disciplines may align with best practices in our cohort and national standards.*

- *Q: Can a focus on excellence in teaching be a marketing focus to help encourage students to attend? Student participation in getting grants, and the scholarship of teaching and learning in general would be interesting to track.*
  - *A: Looking at DFWI data in the IFE and offering items in collaboration with Deans to help improve courses. Likes the idea of publicizing not just faculty scholarship, but teaching skill. If higher education only focuses on content, we are missing out on innovation and experiential learning.*
- *Q: Project 909. For the half that did not keep MWF, are they still here?*
  - *A: We lose about 10% from fall to spring, and the majority of students just switched to different classes. Year over year credit hour production was up 56%: indicates that students are registering earlier.*

> *Even though we are also publishing syllabi early, remember that they can be changed or modified as needed, students just need to know content and structure as soon as possible. Goal for longitudinal impact on graduation and retention.*
>
> - *Q: Hosting NCUR conference would be helpful to the university, maybe have it as a goal?*
>   - *A: Absolutely interested, ROI, visibility, and impact on recruiting is strong because of these sorts of endeavors. We can also host speakers such as those that are nationally recognized.*
>
> - *The Provost encouraged faculty to reach out with other thoughts, a thank you extended for everything that faculty have done to help students graduate.*

5. Committee Reports

Executive Committee (Dylan McLean, Chair)

Information Items:

1) General Information Updates

   - *Stacy Boyd will take over as Chair for UPC; thank you to Charles Sicignano for his hard work.*

2) Committee Chair General Updates

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

Action Items:

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

A) College of Humanities, Arts, and Social Sciences

   1) School of the Social Sciences

      a) SOCI 4473 – Survey Design

      Request: Add

      This course will introduce students to the skills and resources needed to design and conduct surveys and will cover key terms, concepts, and practices in the field of survey research methods. Topics covered include questionnaire development, sampling, survey administration through a variety of modes, response and participation rates, reliability and validity of survey responses, and ethics in surveys.

RATIONALE: Surveys are a data collection method frequently used by sociologists. This course will provide students with additional expertise in this research method and a skill that they can use in their future careers. Occupations that may involve collecting or evaluating the quality of survey data, such as data scientist and statistician, are rated as having a "bright outlook," indicating that this skill may be desirable to their future employers. year and our current proposal to include FR GR SP 1001 in the Field of Studies streamline the requirements for a major while keeping the standards and rigor of what a BA in International Languages and Cultures should be.

B) Perry College of Mathematics, Computing, and Sciences

   1) School of Field Investigations and Experimental Sciences

      a) Geography

      Request: Deletion

      This is a program that focuses on the discipline of Geography, offering concentrations in Environmental Sustainability, Geographic Information Science, and General Geography.

      RATIONALE: The decision was made to fundamentally transform the Geology program into an Earth and Environmental Sciences (EES) program that would include geographic sills and areas of knowledge, hence essentially folding the Geography program into the new EES program. The new (i.e. revised) EES program was approved at all levels, making the Geography program redundant. Almost all of the courses that existed in Geography now reside in EES. In the curriculog attachments you will find 1) the filled out USG deactivation form (submitted to the USG), 2) a UWG specific teach-out plan, and 3) a list of current Geography majors and their expected graduation year.

      b) PHYS 3115 – Applied Mechanics

      Request: Add

      Applied Mechanics provides an introduction to the fundamental principles of statics and dynamics with an emphasis on algebra-based problem solving. Topics include force systems, equilibrium, friction, centroids, moments of

inertia, and the motion of particles and rigid bodies. The course emphasizes practical applications, encouraging students to connect mechanical principles with real-world experiences and everyday surroundings.

RATIONALE: This course is being created to be part of a new degree option, Engineering Science.

c) PHYS 4415 – Fundamentals of Materials

Request: Add

This course offers a deep dive into the fascinating world of materials science, exploring how the arrangement of atoms shapes the properties and performance of everything we build. Students will investigate the structure–property relationships that govern metals, ceramics, polymers, and composites, starting from the atomic and molecular level and working up to bulk-scale behavior.

RATIONALE: This course will support a new degree option, Engineering Science.

d) Physics, Astronomy Concentration, B.S.

Request: Revision

The Bachelor of Science in Physics with a Concentration in Astronomy is designed for students who plan to pursue graduate studies and/or careers in astronomy and astrophysics, as well as for students who desire an increased emphasis on image processing techniques, radiative processes, and energy transport. Astronomy courses built into the physics degree, along with hands-on research opportunities, produces a highly competitive student for graduate programs, observatories, planetariums, and the space industry.

RATIONALE: This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered, and have added PHYS 2130 (Physics Sophomore

Seminar) to Major Requirements. The Core areas have been updated to their IMPACTS classifications. The specific changes are: 1.) Update Core Areas to IMPACTS designations 2.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught) 3.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This (and #4) adds flexibility and reduces the number of Wolfwatch petitions that are needed. 4.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113. CHEM 1211K and CHEM 1212K have also been added as options. 5.) Added PHYS 2130 (Sophomore Seminar) to Major Requirements 6.) Majors Electives — "9 Hours Selected From" Area   a. Remove MATH 3353, 3413, 4153 (courses no longer offered)   b. Replace MATH 4203 with MATH 3203 (course number was changed)   c. Add MATH 3003, MATH 4413 as options 7.) Majors Electives — "12 Hours Selected From" Area   a. PHYS 3511 and PHYS 3521 (Experimental Physics I and II) are replaced by PHYS 3510 (Experimental Physics). The former 1 CH courses have been combined into the 2 CH course PHYS 3510   b. Add the following new PHYS courses as options: 3513, 3613, 3813, 4411, 4415, 4624 This is intended to increase flexibility and allow students to take classes based on their interests. 8.) Majors Electives — Reduce required credit hours from 14 to 13, to account for the 1 CH PHYS 2130 9.) DSW courses: Remove ASTR 4103, add PHYS 4411, replace PHYS 3511 and 3521 with PHYS 3510 NOTE: The Student Learning Outcomes and Assessments are unchanged by these modifications. The program maps have been updated, to remove XIDS 2001 and add PHYS 2130, with other minor modifications.

e) Physics, Battery Technology and Sustainable Energy Concentration, B.S.
Request: Revision
The B.S. in Physics with a Concentration in Battery Technology and Sustainable Energy is a modification of the general physics major track, to emphasize battery technology and its applications in power distribution networks and transportation, such as electric vehicles. This concentration is

designed for students who plan to pursue careers in energy production and energy storage industries.

RATIONALE: This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered, and have added PHYS 2130 (Physics Sophomore Seminar) to Major Requirements. The Core areas have been updated to their IMPACTS classifications. The specific changes are: 1.) Update Core Areas to IMPACTS designations 2.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught) 3.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This (and #4) adds flexibility and reduces the number of Wolfwatch petitions that are needed. 4.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113. CHEM 1211K and CHEM 1212K have also been added as options. 5.) Added PHYS 2130 (Sophomore Seminar) to Major Requirements 6.) Majors Electives — "12 Hours Selected From" Area   a. Add the following PHYS courses as options: 3023, 4411, 4415   b. Add the following ASTR courses as options: 3133, 3683, 4103, 4433 This is intended to increase flexibility and allow students to take classes based on their interests. 7.) Majors Electives — Reduce required credit hours from 14 to 13, to account for the 1 CH PHYS 2130 8.) DSW courses: Add ASTR 3133, 4984, and PHYS 4411 NOTE: SLOs and assessments are unchanged by these modifications. The program maps have been updated, to remove XIDS 2001 and add PHYS 2130, with other minor modifications.

f) [Physics, Business Concentration, B.S.](#)

Request: Revision

The Bachelor of Science in Physics with a Concentration in Business is a unique program combining fundamental courses in physics with business-related electives, preparing for diverse career opportunities including entrepreneurship. This pathway provides a student with the business and technology skills needed in today's tech companies.

RATIONALE: This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered, and have added PHYS 2130 (Physics Sophomore Seminar) to the major requirements. The Core areas have been updated to their IMPACTS classifications. Finally, we are removing the confusing "Plan A, B, C, etc." terminology from the name of each track. The specific changes are: 1.) Remove "Plan C" from program name, to reduce confusing terminology 2.) Update Core Areas to IMPACTS designations 3.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught) 4.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This (and #5,6) adds flexibility and reduces the number of Wolfwatch petitions that are needed. 5.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113. 6.) Added PHYS 2130 (Sophomore Seminar) to Major Requirements 7.) Under Major Requirements, PHYS 3511 and PHYS 3521 (Experimental Physics I and II) are replaced by PHYS 3510 (Experimental Physics). The former 1 CH courses have been combined into the 2 CH course PHYS 3510 8.) Under Major Requirements, replace MATH 3063 (no longer offered) with ECON 3402 9.) Removed PHYS 4984 as a Major Requirement, to account for PHYS 2130 10.) Majors Electives — "15 Hours Selected From" Area   a. Add MATH 2853 and 3003 as options   b. Remove PHYS 4103 (no longer offered)   c. Add the following

ASTR courses as options: 3133, 3683, 4103, 4433   d. Add the following PHYS courses as options: 3023, 3115 (as an alternate to 3113), 3513, 3613, 3813, 4411, 4415, 4624, 4984 The addition of the new ASTR and PHYS courses in this area is intended to increase flexibility and allow students to take classes based on their interests. 11.) DSW courses: Replace PHYS 3511 and 3521 with PHYS 3510, replace PHYS 4103 (no longer offered) with ASTR 3133, Add PHYS 3503, PHYS 4411, and ASTR 4984 NOTE: SLOs and Assessments are unaffected by these modifications. The program maps have been updated, to remove XIDS 2001 and add PHYS 2130, with other minor modifications.

g) Physics, Engineering Pathway, B.S.

Request: Revision

The Bachelor of Science with a Degree in Physics, Engineering Pathway allows students to earn both a B.S. in Physics from UWG and an engineering degree from Kennesaw State University in approximately five academic years. This is a comprehensive curriculum that combines rigorous physics coursework with practical engineering applications along with benefits of small class sizes, personalized attention, and hands-on learning experiences that prepare for a successful career in both fields. This option provides a student with a focused education in an engineering discipline and the fundamental in-depth problem-solving skills of physics, producing a next-level engineer.

RATIONALE: This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered. The Core areas have been updated to their IMPACTS classifications. Finally, we are removing the confusing "Plan A, B, C, etc." terminology from the name of each track. Specific changes include:

1.) The name of the track is changed in two ways. First, the term "Dual Degree" has been removed, per accreditation requirements at KSU. This is a change in name only, as students will obtain both a physics degree and an engineering degree. Secondly, "Plan B" has been removed, to reduce confusing terminology 2.) Update Core Areas to IMPACTS designations 3.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught) 4.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This (and #5, 6) adds flexibility and reduces the number of Wolfwatch petitions that are needed. 5.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113. 6.) Under Core T, the old program sheet only listed CHEM 1211K and CHEM 1212K, which are eCore classes. CHEM 1211, 1211L, 1212, and 1212L have been added. 7.) In Area F, the previous program sheet only listed PHYS 2211 and 2212 (4 CH each). Since these classes are 3 CH, for clarity the laboratory courses PHYS 2211L and 2212L have been added. 8.) Major: The course number for PHYS 4313 has been updated to 3503 (Modern Physics) 9.) Majors Electives — "Six Hours Selected From" Area   a. Added MATH 2853 as an option   b. Remove MATH 3063 (course no longer offered)   c. Replace MATH 4203 with MATH 3203 (course number was changed) 10.) Majors Electives — "9 Hours Selected From" Area   a. Replace PHYS 3511 and PHYS 3521 (Experimental Physics I and II) by PHYS 3510 (Experimental Physics). The former 1 CH courses have been combined into the 2 CH course PHYS 3510   b. Remove PHYS 4103 (no longer offered)   c. Add the following ASTR courses as options: 3133, 3683, 4103, 4433   d. Add the following new PHYS courses as options: 2130, 3513, 3613, 3813, 4411, 4415, 4624 The addition of the new ASTR and PHYS courses in this area is intended to increase flexibility and allow students to take classes based on their interests. 11.) DSW courses: Replace PHYS 3511 and 3521 with PHYS 3510, replace PHYS 4103 (no longer offered) with ASTR 3133; Add PHYS 3503, PHYS 4411, and ASTR 4984 NOTE: The Student Learning Outcomes and Assessments are

unchanged by these modifications. The program maps have been updated, to remove XIDS 2001 and add PHYS 2130, with other minor modifications to reduce CH loads in Year 4.

h) Physics, MAT Pathway, B.S.

Request: Revision

The Bachelor of Science in Physics with a Pathway to Master of Arts in Teaching (MAT) is a program designed to provide a strong foundation in physics while preparing for a Master of Arts in Teaching (MAT) degree. This track is designed for students who desire to pursue a middle and high school science teaching career. The accelerated bachelors to master's degree prepares the student with a competitive skill set in the world of education.

RATIONALE: This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered, and have added PHYS 2130 (Physics Sophomore Seminar) to Major Requirements. The Core areas have been updated to their IMPACTS classifications. The specific changes are: 1.) Update Core Areas to IMPACTS designations 2.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught) 3.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This (and #4) adds flexibility and reduces the number of Wolfwatch petitions that are needed. 4.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113. 5.) Added PHYS 2130 (Sophomore Seminar) to Major Requirements 6.) Under Major Requirements, remove PHYS 3511 (Experimental Physics I) to account for the 1 CH PHYS 2130 7.) Majors Electives — "15 Hours Selected From" Area Add the following PHYS courses as options: 3510 3513, 3613, 3813, 4415, 4624. This is intended to increase flexibility and allow students to take classes

based on their interests. 8.) DSW courses: Replace PHYS 3511 and 3521 with PHYS 3510, add ASTR 3133 and PHYS 4411 NOTE: The SLOs and Assessments are unchanged by these modifications. No program map existed for this degree pathway, and therefore a new one is attached to this proposal.

i) Physics, Plan E – Computational Physics Emphasis, B.S.

Request: Deletion

This emphasis/track will be removed from the Physics B.S. To the best of our knowledge, no students have graduated in Plans E, F, and G in the Physics B.S., nor have any current students declared for these tracks. Moreover, these emphases have already largely been incorporated into the other concentrations and/or in the BIS in Materials Science. The removal of these emphases/tracks is therefore a long overdue housekeeping task for the Physics B.S. No students are currently enrolled in these three tracks, and therefore no teach-out plan is needed.

j) Physics, Plan F – Electro-Optics Emphasis, B.S.

Request: Deletion

This emphasis/track will be removed from the Physics B.S. To the best of our knowledge, no students have graduated in Plans E, F, and G in the Physics B.S., nor have any current students declared for these tracks. Moreover, these emphases have already largely been incorporated into the other concentrations and/or in the BIS in Materials Science. The removal of these emphases/tracks is therefore a long overdue housekeeping task for the Physics B.S. No students are currently enrolled in these three tracks, and therefore no teach-out plan is needed.

k) Physics, Plan G – Solid State Emphasis, B.S.

Request: Deletion

This emphasis/track will be removed from the Physics B.S. To the best of our knowledge, no students have graduated in Plans E, F, and G in the Physics B.S., nor have any current students declared for these tracks. Moreover, these emphases have already largely been incorporated into the other concentrations and/or in the BIS in Materials Science. The removal of these emphases/tracks

is therefore a long overdue housekeeping task for the Physics B.S. No students are currently enrolled in these three tracks, and therefore no teach-out plan is needed.

l) Physics, B.S.

Request: Revision

The Bachelor of Science in Physics (General Track) provides a comprehensive foundation in physics, covering everything from subatomic particles to galaxies. This track is designed for students who desire to pursue graduate study in physics or career options for which physics is an excellent gateway such as engineering, data analytics, quality control specialist, and research scientist. A physics degree provides students with problem solving and mathematical skills to succeed in a wide range of careers in industry, academia, and national laboratories.

RATIONALE: This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered, and have added PHYS 2130 (Physics Sophomore Seminar) to Major Requirements. The Core areas have been updated to their IMPACTS classifications. Finally, we are removing the confusing "Plan A, B, C, etc." terminology from the name of each track. The specific changes are: 1.) Remove "Plan A" from program name, to reduce confusing terminology 2.) Update Core Areas to IMPACTS designations 3.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught) 4.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This adds flexibility and reduces the number of Wolfwatch petitions that are needed. 5.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113. 6.) Added PHYS 2130 (Sophomore Seminar) to Major Requirements 7.)

Under Major Requirements, PHYS 3511 and PHYS 3521 (Experimental Physics I and II) are replaced by PHYS 3510 (Experimental Physics). The former 1 CH courses have been combined into the 2 CH course PHYS 3510 8.) Majors Electives — "Six Hours Selected From" a. Area Remove Foreign Language courses b. Replace MATH 4203 with MATH 3203 (course number was changed) c. Add MATH 4413 as an option Remove MATH 3353, 4153 (courses no longer offered) 9.) Majors Electives — "15 Hours Selected From" Area a. Remove PHYS 4103 (no longer offered) b. Add the following ASTR courses as options: 3133, 3683, 4103, 4433 c. Add the following new PHYS courses as options: 3513, 3613, 3813, 4411, 4415, 4624 The addition of the new ASTR and PHYS courses in this area is intended to increase flexibility and allow students to take classes based on their interests. 10.) Majors Electives —Reduce required credit hours from 15 to 14, to account for 1 CH PHYS 2130 11.) DSW courses: Replace PHYS 4103 (no longer offered) with ASTR 3133, replace PHYS 3511 and 3521 with PHYS 3510, add ASTR 3133 and 4984, PHYS 3503 and 4411 NOTE: The program map has been updated, to remove XIDS 2001 and add PHYS 2130, with other minor modifications to reduce CH loads in Year 4. These changes do not affect SLOs or Assessment Plans.

C) School of Communications, Film, and Media

  1) Mass Communications

    a) Certificate of Less than One Year in Emerging Digital Media Practitioner
Request: Add
This 12-hour certificate is designed to equip students with the practical, hands-on skills necessary to succeed in today's fast-paced media industry. Through exposure to a variety of coursework dealing with digital/social media, content creation, and newer emerging technologies (e.g., generative artificial intelligence, virtual/extended reality), students will learn how to be proficient media practitioners and therefore set themselves apart in a competitive, dynamic job market that demands they be adaptable to technological change.

RATIONALE: The proposed certificate addresses the growing need for students to develop adaptable, technology-driven digital media skills in today's rapidly evolving industry. As employers increasingly seek graduates who can integrate emerging technologies, this program offers practical training to build those competencies. While advances in technology raise concerns about job displacement, they also create new opportunities. This certificate highlights students' ability to work creatively with digital tools, making it a strong addition to their résumés and enhancing their appeal to employers in a competitive job market.

b) Film and Video Production Minor

Request: Revision

RATIONALE: When the minor was created, none of these classes existed and they are de facto getting allowed to count already. We are trying to streamline the program and ensure student are able to complete their minor with more options and less stress during registration.

D) Tanner Health System of Nursing

1) School of Nursing

a) NURS 3000 – Holistic Health and Physical Assessment in Nursing Practice

Request: Add

Students learn to apply systematic techniques for collecting health histories and performing physical examinations. They focus on identifying normal findings, recognizing variations, and engaging effectively with patients. Simulation activities support the development of confidence and accuracy in clinical assessment.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

b) NURS 3010 – Professionalism and Ethics in Nursing

Request: Add

This course explores the foundational principles of professionalism and ethics within the context of contemporary nursing practice. Students examine ethical frameworks, professional standards, and legal considerations that guide decision-making and behavior in diverse healthcare environments. Emphasis

is on communication, interprofessional collaboration, and the development of ethical competence.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

c) NURS 3020 – Person-Centered and Compassionate Care in Nursing

Request: Add

Students develop essential skills for delivering safe, evidence-based nursing care. Emphasis is placed on compassion, effective communication, social determinants of health (SDOH), and cultural humility. Students learn foundational nursing procedures, apply the nursing process, and develop clinical reasoning in diverse care settings, integrating knowledge from nursing science and related disciplines.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

d) NURS 3021 – Person-Centered Care II: Care of the Adult and Older Adult

Request: Add

Students apply evidence-based nursing, clinical reasoning, and knowledge from nursing and related sciences to identify and manage common acute and chronic conditions, wellness needs, functional changes, and care transitions in adults and older adults. Students participate in simulation experiences, clinical practice, and complete competency checkoffs to validate performance.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

e) NURS 3030 – Caring for Vulnerable Populations

Request: Add

This course focuses on nursing care for clinical judgment, therapeutic communication, social determinants of health, and legal and ethical considerations to promote safe, equitable, and person-centered care across the lifespan. Students apply the nursing process and evidence- based interventions to support resilience in patients with mental health issues.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

f) NURS 3050 – Pathophysiology and Pharmacology I

Request: Add

This course explores the pathophysiology and pharmacologic management of common disease conditions. Students will apply foundational knowledge of pathophysiology, pharmacokinetics, and pharmacodynamics to support clinical decision-making in health promotion, risk reduction, and disease treatment.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

g) NURS 3060 – Advancing Health Through Leadership, Policy, and Interprofessional Practice

Request: Add

This course prepares students for transition to professional nursing roles, focusing on leadership, systems-based care, financial and regulatory frameworks, and collaboration across the healthcare team. Students explore requirements for licensure, scope of practice, professional organizations, and how nurses influence care quality, health equity, and outcomes while examining factors like discrimination and social determinants of health. Emphasis is placed on safety, advocacy, information technology, innovation, and professional growth within today's complex healthcare environments.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

h) NURS 3100 – Pathophysiology and Pharmacology II

Request: Add

Students apply pathophysiology, pharmacokinetics, and pharmacodynamics to clinical decision-making related to diverse disease processes and therapeutic interventions, with an emphasis on safe, evidence-based, and person-centered care.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

i) NURS 3400 – Evidence Informed Practice for Professional Nurses

Request: Add

This course introduces foundational principles of evidence-informed nursing practice. Students learn to develop clinical questions, find and evaluate research, consider social determinants of health, and use informatics for data-driven decisions.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

j) NURS 4020 – Quality and Safety Science in Nursing Practice

Request: Add

This course introduces foundational and advanced concepts in patient safety, quality improvement, and risk management. Students examine system-level factors, safety science, regulatory influences, and interprofessional collaboration to improve outcomes. Emphasis is placed on data-informed decision-making, informatics, organizational culture, and evidence-based strategies to reduce risk and advance equity. Students apply quality improvement tools in real-world scenarios to strengthen leadership, communication, and systems thinking.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

k) NURS 4022 – Person-Centered Care III: Family-Centered Care Across the Lifespan

Request: Add

Students apply evidence-based nursing knowledge to deliver holistic, developmentally appropriate care to children and families. The course emphasizes growth and development, management of acute and chronic pediatric conditions, and the development of collaborative partnerships with families to support health, resilience, and overall well-being. Emphasis is placed on promoting physiologic birth, managing complications, providing newborn care, and delivering culturally sensitive, family-centered care in collaboration with the healthcare team.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

l) NURS 4023 – Person-Centered Care IV: Transition to Professional Nursing Practicum

Request: Add

This immersive clinical practicum serves as the culminating experience of the nursing program, where students function as competent, practice-ready nurses. Through direct patient care, leadership, clinical judgment, teamwork, and reflective practice, students synthesize prior learning to deliver safe, evidence-

based, and person-centered care. Emphasis is on the transition to professional nursing practice, readiness for licensure, and entry into the workforce.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

m) NURS 4030 – Population, Public, and Community Health Nursing

Request: Add

Students are prepared to deliver population-focused, preventive care through immersive clinical experiences with marginalized populations in global, regional, or local settings. They explore how social, cultural, political, and economic factors influence health outcomes. Students examine public health systems, culturally responsive care, and community engagement strategies to promote health equity, along with key concepts in health promotion, disease prevention, and the impact of social determinants of health.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

n) NURS 4040 – Capstone in Professional Role Formation

Request: Add

This final course prepares BSN students for practice through a faculty-guided, preceptor- supported capstone. Students identify a clinical problem and design, implement, and evaluate an evidence-based solution. Focus areas include leadership, interprofessional collaboration, informatics, and social determinants of health to improve quality, safety, and equity. Students apply population health principles, demonstrate AACN Essentials competencies, and reflect on their growth as nurse leaders.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

o) NURS 4110 – Clinical Reasoning in Acute and Complex Adult Health

Request: Add

This critical care course and practicum builds on prior coursework, emphasizing clinical reasoning in the care of patients with complex, high-acuity conditions. Students apply advanced critical thinking, prioritize care in rapidly evolving situations, and collaborate with interprofessional teams to deliver safe, effective care in high-stakes settings.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

Information Items:

    A) High Impact Practice Recommendation**s** (**Figure 1**)

    B) Course Attributes for High Impact Practices – Writing Intensive Course (WIC) Criteria (**Figure 2**)

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

Action Items:

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

    A) College of Humanities, Arts, and Social Sciences

        1) School of Social Sciences

            a) SOCI 5293 – Families, Foster Care, and Adoption

                Request: Add

                Sociology has proposed a "Social and Community Policy" track within the Masters in Public Administration program (housed in Dept. of Civic Engagement and Public Service in University College). This proposed graduate course will be offered in support of that track and can be cross-listed with SOCI 4293, which already exists and is regularly offered. Knowledge of the child welfare and adoption systems as they relate to families will be relevant to graduate students pursuing careers related to families and/or youth.

            b) SOCI 5453 – Sociology of Education

                Request: Add

                Sociology has proposed a "Social and Community Policy" track within the Masters in Public Administration program (housed in Dept. of Civic Engagement and Public Service in University College). This proposed graduate course will be offered in support of that track and can be cross-listed with the proposed SOCI 4453 course that is currently going through Curriculog. The UWG Sociology program has offered Sociology of Education as a special topics course at the graduate level in the past; it is a topic that is of interest to students and relevant to students who plan to pursue careers involving youth (such as Department of Juvenile Justice, Department of Children and Family Services, etc).

            c) SOCI 5473 – Survey Design

Request: Add

Sociology has proposed a "Social and Community Policy" track within the Masters in Public Administration program (housed in Dept. of Civic Engagement and Public Service in University College). This proposed graduate course will be offered in support of that track and can be cross-listed with the proposed SOCI 4473 course that is currently going through Curriculog. Survey Design is a skill that is frequently used by sociologists and that many employers find desirable.

6. Old Business
    a. *None*
7. New Business
    a. Focused discussion on research.
        i. *Shared information regarding our Carnegie classification and the HERD survey (See* **Figure 3**). *Noted that majority of faculty had their careers impacted positively because of research work; similarly even more faculty noted that research was critical to tenure and academic advancement. Discussion on what research looks like for us, what is the final product, how is it assessed, how are we held accountable, etc.? What does it look like across different faculty disciplines?*
            1. *In creative fields, it can be a difficult discussion because of the perception of what is done (such as theatre), without realizing the immense amount of time and effort and rehearsals that are needed for the final product. Artists may also go to external employment which is actually professional development to help advance in promotion and tenure aspects.*
            2. *Research and scholarly creative activities where one needs not have a published article, but a performance or other creative activity can be restrictive or misleading. Chair McLean agreed and noted that much of our work can be subsumed into the Carnegie definition.*

3. *Publications such as monographs and articles are critical to most fields. Grants may not necessarily be needed for promotion. Different kinds of funding in varying amounts, not necessarily large grants can be helpful and necessary to advance some research and subsequent outputs such as publications. Research does not necessarily need to be experimental or applied.*

4. *Some fields require a peer-reviewed route to publication, but there are also opportunities to provide reports for clientele and need our skillsets. Curious as to whether those activities fall within this definition. It was noted that incentives are important as well as determining what counts and what may not in regards to promotion and tenure. Chair McLean encouraged faculty to engage in these discussions with colleagues.*

5. *Certain disciplines have different barriers such as IRB or school districts.*

6. *Time is needed to allow for more research production. If time is a hurdle, what needs to happen?*
   a. *Many faculty do the amount of work that higher positions would normally be doing, which can be undesirable and unmanageable.*
   b. *Management system reorganization has been one of the largest impediments to balance between teaching, research, and service. If we cut our service hours, university operations would be negatively impacted. Chair McLean noted that service is not just committee work, it is helping students, doing extra work outside of these obligations.*

7. *Maintaining equipment that is state of the art is critical to research innovations and publications, but remains a challenge here.*

8. *AI has had an impact: teaching has had to refocus to ensure that assignments are innovative, check for usage, etc.*

9. *Faculty reductions over the past few years have necessitated large course caps; finding time to research or write can be impossible. Faculty also have to take on additional roles because of staff cuts.*

10. *Space is needed for artistic production or other creative endeavors; developing a body of work can be a multi-year process. Financial support outside of grants is also essential.*

11. *Seed grants help faculty get research accomplished.*

12. *Points of control and processes for grants other financial opportunity can be a challenge.*

13. *Faculty should check in with their programs to ensure that promotion and tenure guidelines are accurate; this sort of housekeeping is encouraged to ensure that faculty are meeting accurate goals.*

14. *We should also consider what we have here that helps us to accomplish research and creative/scholarly development. Potential to be a large conversation.*

15. *Chair McLean will discuss with Dr. Mosier how to efficiently catalog what is being done by faculty and give opportunity to support colleagues. Plan for January to talk about local economic impact; February we will discuss AI.*

8. Announcements
9. Adjourn

   Adjourned by Chair McLean at 2:24pm.

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

Figure 1.

DATE: November 14, 2025

TO: Faculty Senate Undergraduate Programs Committee (UPC)

FROM: Dr. David Newton, on behalf of the QEP Campus Committee

UPC Faculty Colleagues:

The following course was submitted by faculty to receive the Work-Based Learning High Impact Practice attribute in Banner. Courses were reviewed in accordance with the Work-Based Learning Criteria that was approved by the Faculty Senate in Spring 2022.

The following table indicates the recommended designations for each course. Following the Work-Based Learning Criteria (especially Appendix A and Appendix B), each course receives three designations:

I. USG Primary Code (ZURP): This is the USG-mandated code that means "Work-Based Learning course section meets the institution's criteria as a High Impact Practice for Work-Based Learning" (Appendix B).

II. USG Contact Hours Codes (ZUR 1-4): This is the USG-mandated code that corresponds to the number of contact hours the student is engaged in work-based learning. This is based on information self-reported by faculty. These codes are as follows:

Code	Description
ZWL1	Work-based component requires 30 or less contact hours
ZWL2	Work-based component requires 31-50 contact hours
ZWL3	Work-based component requires 51-100 contact hours
ZWL4	Work-based component requires 101 or more contact hours

III. UWG Level Code: These are the three institutional codes specific to UWG that indicate the engagement level as determined by the UWG guidelines in Appendix A of the Work-Based Learning Criteria.

WBL1	Work-Based Learning experience focuses primarily on work or field observation and reflection on professional and career opportunities instead of active contribution to work, for example, job shadowing.
WBL2	Work-Based Learning experience focuses primarily on completing work-assigned tasks under the guidance of a work-based supervisor with extended opportunities for critical reflection on skills formation and professional preparation.
WBL3	Work-Based Learning experience focuses primarily on independent assignments and projects that the student leads with the support of a work-based supervisor with extensive opportunities for critical reflection on skills formation and professional preparation.

Per the approved criteria, the following recommendations are submitted to the Faculty Senate Undergraduate Programs Committee for review and approval. Once approved by the faculty senate, these courses will be sent to the Registrar for coding. Upon request, syllabi and other information about the courses listed below can be provided to the UPC.

Course Prefix Number & Title	Submitting Faculty Member	College or School	All or some sections	USG Primary Code	USG Contact Hour Code	USG Institutional Code
MUSC 3900 Music in the Elementary School	Karen Graffius	CHASS	All sections	ZURP	ZWL1	WBL3

DATE: November 11, 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 November 3, 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)
ANTH 4885	Public Archaeology	Nate Lawres	All	3	3
ECON 3420	Econ History of the US	May Kassis	All	2	1

FORL 3000	Global Languages and Cultures Colloquium	Lisa Connell	All	2	2
FREN 1002	Elementary French II	Lisa Connell	All	1	1
FREN 3131	Applied Intercultural Competencies	Lisa Connell	All	1	1
FREN 4484	Senior Capstone	Lisa Connell	All	3	3
MGNT 4620	Human Resource Management	Tom Gainey	All	1	1
POLS 3601	Political Analysis	Sal Peralta	Fall (crn 80690)	3	3
READ 3262	Reading Methods and Assessment I (PK-2)	Robert Griffin	All	2	2
SOCI 4293	Families, Foster Care, and Adoption	Emily McKendry-Smith	Spring (crn 12926)	1	1
XIDS 2100	Intro to Latin American, Caribbean, and Latinx Studies	Betsy Dahms	All	2	1

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. The following 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
MATH 1113	Families, Foster Care, and Adoption	Carrie Carmack	Specific (crn 12470)	1	Remove
SOCI 3603	Sociology of Gender	Elroi Windsor	Specific (crn 50886)	2	Remove
SOCI 4999	Families, Foster Care, and Adoption	Emily McKendry-Smith	Specific (crn 11946)	2	Remove

In the event that the Undergraduate Research High Impact Practice has already been designated for individual sections of a course, faculty are contacted by the co-directors of the Office of Undergraduate Research to confirm that the designation is still appropriate rather than resubmit the course for review. The following courses have been affirmed for spring 2026.

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)
MKTG 3808	Business Research	Beheruz Sethna	Specific (Spring 2026; crn 12653; 12654)	4	4
POLS 1101	American Government	Sal Peralta	Specific sections (Spring 2026 crn 12346)	2	2
POLS 2601	Intro to Political Science Inquiry	Sal Peralta	Specific sections (Spring 2026 crn 12349)	3	3
POLS 4403	Latin American Politics	Sal Peralta	Specific sections (Spring 2026 crn 12372)	2	2

Figure 2.

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Proposal
Course Attributes for High Impact Practices (HIPs)
Writing Intensive Course (WIC) Criteria

USG HIPs Attributes: The University System of Georgia (USG) has requested that all institutions develop criteria and a process for assigning attributes for High Impact Practices (HIPs) in Banner. Information on the USG criteria recommendations for all eleven HIPs and additional information on HIPs can be found HERE. The USG does not stipulate specific criteria, but it does offer guidelines and requests that institutions develop criteria for coding. Faculty at UWG are responsible for defining the criteria and the process for assigning HIPs attributes to courses. The University System of Georgia has established codes in Banner for institutions to assign to courses that meet the institution's criteria for Writing Intensive Courses and has provided guidelines for institutions in designating a course as a High-Impact Practice (See Appendix I). The WIC attribute is different from the Discipline-Specific-Writing (DSW) attribute that is currently used in CHASS and CMCS as a degree requirement for graduation in those two colleges.

Writing Intensive Course Definition: Writing-Intensive Courses (WICs) are those in which writing is used as a central mode of learning as well as for evaluating student performance. Students in these courses write regularly throughout the course on a variety of assignments, and student grades are connected to the quality and content of their written work. Writing Intensive Courses utilize *writing-to-learn* and/or *writing-for-the-disciplines* as essential components of how the subject matter is presented and how it is learned, offering students opportunities to learn about and practice the process of writing. In *writing-to-learn*, students experience the ways in which writing can help them learn about something through research, critical analysis, and cognitive reflection. The *writing-to-learn* can be integrated into major assignments but can also be utilized in informal writing assignments when students reflect in writing upon what they have learned. In *writing-for-the-disciplines*, students learn to write professionally in modes that are relevant for an academic discipline or a professional field of study. The emphasis is placed on effective communication, and students are required to demonstrate a mastery of the conventions of writing in a specific discipline. For major assignments, students should be afforded a substantial amount of time in class and outside of class to practice and develop the skills required to become proficient writers. In addition, faculty feedback across the writing assignment with opportunities for revision is essential. Peer feedback should be encouraged. When students successfully complete Writing Intensive Courses at multiple levels of learning (core and major) and/or across multiple disciplines, they acquire proficiency in different modes of writing, in writing to different audiences and purposes, and strengthen their communication skills. All of these are essential skills for future graduate studies and professional work.

How Course Attributes Benefit Students, Faculty, and Academic Programs: Writing Intensive Courses are an important High Impact Practice that the USG has identified for inclusion in Banner. The University of West Georgia aspires for every student to have the opportunity to strengthen their competences as writers across multiple courses and disciplines, beginning in the first year and through the final courses in their major. Writing-intensive courses deepen learning by requiring students to articulate ideas, reason with evidence, and reflect through iterative drafts. Because assignments are tied to disciplinary genres (e.g., lab reports, briefs, field notes), students practice how a field makes knowledge and can transfer those moves to new contexts. Structured cycles of feedback and revision build durable habits of analysis, clarity, and metacognition. Collectively, these practices are linked to higher engagement, persistence, and career-

relevant communication skills. The WIC designation also will allow students to identify courses in the schedule of classes in Banweb that include a WIC component. The attributes would also enable faculty to list courses that have received a WIC or other HIPs designations as evidentiary sources in their teaching portfolios associated with student success. Once HIPs attributes are assigned to courses, academic units could also establish program or degree requirements aligned to WICs or other HIPs that meet their specific educational and professional goals. WICs will also support UWG's commitment to strengthening students' AI literacy skills in relationship to writing.

WIC Application Process: The WIC application process will follow the same process that has been used to approve other HIPs at UWG, including undergraduate research, work-based learning, and service learning. Academic programs and/or faculty will be invited to submit courses to receive the WIC attribute by completing an online application form and submitting a syllabus. A call for applications will be announced and circulated at least annually. Applications will be reviewed by a faculty committee, with recommendations sent to the Undergraduate Programs Committee (UPC) of the Faculty Senate for review and approval. Once that process is completed, approved courses will be submitted to the Office of the Registrar so that the appropriate attribute can be assigned to the course.

Courses at all instructional levels (core, upper-division / major, and graduate-level) are eligible for the WIC attribute. In addition to receiving the USG WIC attribute (ZWIP), core courses (WIC1) and upper-division courses (WIC2) will receive a secondary institutional attribute to assist UWG in tracking student progression in writing-intensive courses. Graduate courses will receive USG attribute (ZWIP).

Criteria for Writing-Intensive Courses: In reviewing courses for the WIC designation, the faculty committee will consider the following criteria. While a course does not have to meet all these criteria to receive the WIC attribute, the committee's recommendation will be based on the overall strength of the course application in relationship to these criteria. NOTE: If a course has multiple sections taught by more than one faculty, the application must be submitted for all sections of the course. Individual sections of a multi-section course cannot be assigned an attribute.

The following will be included in the attribute course application.

1. Faculty submitting course
2. Department or Program & College
3. Course Prefix, Number, and Title
4. Brief description of the course and rationale for why it qualifies for the WIC attribute.
5. Is this a multi-section course or a course taught by multiple faculty? If so, the attribute, if approved, will be assigned to all sections of the course each time it is taught.
6. Typically, how often is the course taught (eg.,every semester, once a year, etc.)?
7. Does the course have a learning outcome associated with writing? If so, include it here.
8. What type of writing is included in the course. Check all that apply:

   Writing Process Activities:
   - Short Response Papers
   - Discussion Boards
   - Reflection Assignments and Journals
   - Writing Connected to Reading (Writing Responses)

   Writing Product Activities:
   - Discipline specific writing tasks such as:
     - Policy Analysis

- o Business Plans
- o Creative work (fiction, scripts, etc.)
- o Pedagogical plans
- Writing for external audiences:
  - o Writing for the Internet and Social Media
  - o Professional Communication including writing a Resume, Cover Letter, and Other Professional Applications
  - o Grant & Proposal Writing
  - o Advertising copy (pamphlets, promotional materials)
  - o Writing for Public Audiences (Legislators, Businesses, etc.)
- Research Based Writing & Citations and Bibliographies
  - o Report or manual writing
  - o Formal Text-Based Analysis
  - o Analysis of Peer-Reviewed Articles, Evidence

- Other Writing Experience or Assignment (please describe)

9. Approximately what percentage of the overall grade in the class includes writing-oriented assignments?
10. On at least one writing assignment, do students have an opportunity to receive feedback on their writing and revise the assignment?
11. On at least one writing assignment, do students have an opportunity to work on the assignment for a significant period over the course of the semester?
12. In the course, do students have an opportunity to learn about ethical uses of Artificial Intelligence (AI) as a tool in the writing process rather than an end-content generator?
13. In the course, do students have an opportunity to reflect on what they have learned through writing?
14. In the course, do students have an opportunity to share their writing with others besides the instructor?

Appendix I

**Identifying Writing-Intensive Courses as a
High Impact Practice for Inclusion in Banner
University System of Georgia**

What is a High Impact Practice?
The American Association of Colleges & Universities has established a set of High Impact Practices that encourage postsecondary institutions to adopt and scale. High Impact Practices are teaching and learning practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.[1]

Guidelines for Qualifying a Writing-Intensive Course as a High Impact Practice
The University System of Georgia (USG) institutions should consider the following guidelines as they engage in a review process to identify whether a writing-Intensive course should be categorized as a High Impact Practice in the Banner Student Information System. The guidelines were developed in consultation with USG institution representatives involved in the implementation of writing-Intensive courses. These guidelines expand upon those articulated by the American Association of Colleges & Universities to provide just-in-time answers for USG institution faculty:

Characteristics of Writing-Intensive Courses as a High Impact Practice[2]

- Emphasizes writing at all levels of instruction
- One of several courses across disciplines that are writing-intensive
- Students produce and revise various forms of writing for different audiences in different disciplines
- Performance expectations set at appropriately high levels
- A significant investment of time and effort over an extended period of time.
- Interactions with faculty and peers about substantive matters
- Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
- Feedback is frequent, timely and constructive
- Periodic and structured opportunities for students to reflect on and integrate learning
- Opportunities to discover the relevance of learning through real-world applications
- Public demonstration of competence

Identifying Writing-Intensive Courses for Inclusion in Banner

Institutions have the sole authority to establish a process and criteria for the review of writing-intensive courses to determine if they qualify as a High Impact Practice. The USG does *not* make the determination but provides these guidelines to promote system-wide consistency. The institutional process for qualifying courses as High Impact Practices may include a review committee of faculty and teaching staff at the college or academic department level. Institutions should consider developing a process for faculty to submit courses for review. Review committees can determine the nature of the application process to approve course artifacts that should be included in the review process. Artifacts might include a course syllabus and lesson plan. With the assistance of the Guidelines for Qualifying for a Writing-Intensive course as a High Impact Practice, each institution will develop its own criteria qualifying a course. The final decision for approving a writing-intensive course as a High Impact Practice rests at the institution-level.

The institution may qualify non-course, non-credit based experiences as High Impact Practices. Campuses have the discretion to identify these experiences in Banner as a non-credit based course option in a manner that is consistent with institutional practice. If non-course, non-credit based experiences are entered into Banner, they must use the High Impact Practice codes included in this document.

Banner Code Categories

The Banner Codes for qualified Writing-Intensive Courses will include the following categories

Primary Codes: Must have one primary code

Code	Description
ZWIP	Writing-Intensive course meets institution's criteria as a High Impact Practice for Writing-Intensive

Required Course Codes: For each course section that meets the following institution criteria

Code	Description
ZHIR	Course meets a High Impact Practice requirement established by institution.

Required Course Code: For each course section that meets institutions High Impact Practices criteria, if applicable

Code	Description
ZHIL	Course section is linked to other course sections that collectively defined as a writing-intensive experience for students enrolled in the course section.

The following scenarios must be met in order to successfully pass the data validations in Banner.

- Each course section must have one primary code.
- Each course section must include a code to indicate it is a required course by the institution, if applicable. If not, leave blank.
- Each course section must use all required course codes if the course meets the criteria associated with the code.
- Campuses have the option to develop additional institution-based codes and establish criteria for using the codes for their Writing-Intensive courses.

Primary Code: Writing-Intensive course section meets institution's criteria as a High Impact Practice for Writing-Intensive course

Required Course Code: Course section meets a High Impact Practice requirement established by institution. Courses that meet an institutional requirement that graduates complete a minimum number of courses or non-course-based experiences designated as a High Impact Practice. The requirement, to include the type and number of student experiences, is determined by the institution.

Required Course Code: For each course section that meets institutions High Impact Practices criteria, if applicable. Course sections that are linked to other course sections that collectively are defined as a writing-intensive experience for students enrolled in the course section.

The USG may add additional codes, as necessary.

Appendix II

UWG Writing Intensive Course Workgroup

Name	College / School	Email
Maria Doyle	College of Humanities, Arts, and Social Sciences	mdoyle@westga.edu
Talia Campese	College of Education	tcampese@westga.edu
Farooq Khan	Perry College of Mathematics, Computing, and Science	fkhan@westga.edu
Jody Bryan	School of Nursing	jbryan@westga.edu
Susan Hall Webb	Richards College of Business	swebb@westga.edu
Amy Mendes	School of Communication, Film, and Media	amendes@westga.edu
Jenna Harte	University College	jharte@westga.edu
Melanie Jordan	Director, University Writing Center	melaniej@westga.edu
Mandi Campbell	Director, Institute for Faculty Excellence & Grant Project Coordinator	acampbel@westga.edu
David Newton	Grant Project Coordinator	dnewton@westga.edu

Figure 3.

Higher Education Research and Development (HERD) Survey

The HERD Survey is the primary source of information on research and development expenditures at U.S. colleges and universities.

Research & Development (R&D) Definition

R&D is creative and systematic work undertaken to increase the stock of knowledge— including knowledge of humankind, culture, and society—and to devise new applications of available knowledge. R&D covers three activities defined below—basic research, applied research, and experimental development.

- Basic research is experimental or theoretical work undertaken primarily to acquire new knowledge of the underlying foundations of phenomena and observable facts, without any particular application or use in view.

- Applied research is original investigation undertaken in order to acquire new knowledge. It is directed primarily towards a specific, practical aim or objective.

- Experimental development is systematic work, drawing on knowledge gained from research and practical experience and producing additional knowledge, which is directed to producing new products or processes or to improving existing products or processes.

Sources

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