

Committee I: Undergraduate Programs Committee
Kim Green, Chair
Meeting Minutes for Thursday, January 11, 2024, 2:00 pm
Minutes approved February 6, 2024

Attendance: Stacy Boyd, Nancy Capponi, Betsy Dahms, Ava Elefante, Kim Green, Robert Griffin, Mark Janzen, Anca Koczkas, Cody Mason, Doug McWilliams, Kayla Myers, David Newton, Zachary Potter, Nathan Rehfuss, Kwang Shin, Charlie Sicignano, Scott Sykes, Kelly Williams

Guests: Aleah Brock, Toni Franklin, Anne Gaquere, Andy Walter

- I. Call to Order
- II. Approval of November 16 Meeting Minutes
Minutes were approved.
- III. Program and Course Proposals
 - A) College of Education
 - 1) Department of Counseling, Higher Education, and Speech Language Pathology
 - a) [SLPA - 4725 - Seminar: Speech Lang Path](#)

Request: Add

This course is being added to the B.S.Ed. in speech-language pathology plan of study to accompany another new course: SLPA 4792 (Internship in Speech Language Pathology) [see next agenda item]. These courses will satisfy requirements for a new Georgia PSC rule for the creation of a Speech Language Associate Program. This program provides a pathway for students with a bachelor's degree in speech-language pathology to pursue a career as a speech language associate working in support of a certified speech language pathologist in the school system. This seminar course is designed to be taken concurrently with SLPA 4792 and provides case studies, projects, and speakers to cover issues appropriate to the internship experience.

The three proposals for Speech Language Pathology (items a through c) were voted on as a block. These proposals add two new courses and revise the program to include them. These changes align with a new state rule for an associate program in this specialty and benefit students because with a B.S. degree, they can be paid as teachers instead of paraprofessionals. These three proposals were approved.

- b) [SLPA – 4792 – Internship: Speech Lang Path](#)

Request: Add

This course is being added to the B.S.Ed. in speech-language pathology plan of study to accompany another new course: SLPA 4725 (Seminar) [see preceding agenda item].

These courses will satisfy requirements for a new Georgia PSC rule for the creation of a Speech Language Associate Program. In this internship course, students work under direct supervision of a certified speech-language pathologist to gain clinical clock hours in direct service provision for speech-language therapy clients in a school setting.

See explanation for item a above. These three Speech-Language Pathology proposals were voted on as a block and approved.

c) [Speech-Language Pathology, B.S.Ed.](#)

Request: Revise

The proposed updates will allow graduates from the B.S.Ed. in Speech Language Pathology to obtain certification as a Speech Language Associate under a new GaPSC rule (505-3-.70). The revision includes the required school-based internship as well as an accompanying seminar. To accommodate this addition, three EDUC courses were removed from the curriculum, and some entry-level SLPA coursework was moved back into the second year of study to replace them.

See explanation for item a above. These three Speech-Language Pathology proposals were voted on as a block and approved.

2) Department of Special Education

a) [Special Education, B.S.Ed.](#)

Request: Revise

This revision makes two changes: (1) Creates an accelerated bachelor's to master's (ABM) pathway to the Master's of Education in Special Education by counting up to six hours for both degrees. Course substitutions are specified for the General Curriculum concentration and for the Adapted Curriculum concentration. (2) Replaces EDUC 2110 (no longer offered) in Area F with MEDT 2501 Multiple Literacies for Ed.

The two proposals for Special Education (items a and b) were voted on as a block. These two Special Education proposals were approved.

b) [Special Education, B.S.Ed.](#)

Request: Revise

The Department of Special Education proposes to move the dual Special Education General Curriculum/Elementary Education concentration from the Department of Early Childhood Through Secondary Education and convert the program to a fully online delivery model for coursework and in-field practicums and internship. The Dual program will align practicums with the SPED practicums requiring only two practicums and one internship, whereas the ECSE program required three practicums and one internship, and moves the program to 127 hours versus 129 hours.

These two Special Education proposals (items a and b) were voted on as a block and approved.

B) Richards College of Business

1) Department of Management and Management Information Systems

a) [Business Systems and Analytics \(Minor\)](#)

Request: Revise

This revision to the minor reflects recent changes made to the Business Systems and Analytics concentration in the major (new or deleted courses, course names, etc.) that were approved in November.

These three RCOB Management Information Systems proposals (items a through c) were voted on as a block. These three revisions to minors update these programs with new courses, modified course names, etc. that were processed in November. The minors were inadvertently not submitted at that time, but the changes now are consistent with those revisions and additions made in November. These three proposals from RCOB were approved.

b) [Cybersecurity and Networking \(Minor\)](#)

Request: Revise

This revision to the minor aligns the name and component courses with recent changes made to the major program (new or deleted courses, course names, etc.) that were approved in November.

See explanation for RCOB MIS proposals in item a above. These three proposals for MIS minors were voted on as a block and approved.

c) [Management Information Systems \(Minor\)](#)

Request: Revise

This revision to the minor aligns the name and components courses with recent changes made to the major program (new or deleted courses, course names, etc.) that were approved in November.

See explanation for RCOB MIS proposals in item a above. These three proposals for MIS minors were voted on as a block and approved.

C) University College

1) Honors College

a) [Honors College Curriculum](#)

Request: Revise

Three changes are presented for approval:

- (1) Reduce the total number of hours required to graduate with Honors distinction
- (2) Expand the options for the capstone requirement
- (3) Remove the e-portfolio requirement

(A fourth item in the explanation of the revisions was approved by UPC in September 2023 for changes to the extra work to convert courses for Honors credit).

Andy Walter explained the proposed changes. Currently, UWG has the highest number of honors hours required of any USG institution. The moderate reduction in hours will make the program more manageable for students and is consistent with similar schools in the state. Changes such as the expanded options for the capstone requirement make the Honors program more inclusive for programs such as Nursing. The set of changes for the Honors curriculum was approved.

2) Center for Interdisciplinary Studies

a) [ABRD - 3000 - Study Abroad](#)

Request: Add

This proposal (and the other ABRD proposals listed below) create a new course prefix to use for study abroad. The new prefix “ABRD” has been approved, and University College has been assigned to host this prefix and any courses bearing it. Because the courses take place in an international setting and focus on intercultural skills, there are no non-discipline specific equivalents at UWG. Specifically regarding ABRD 3000, the course is variable credit 1 – 3 hours, may be repeated to a maximum of 9 hours credit.

All eight of the ABRD course proposals (items a through h) were discussed as a set and voted on as a block. These proposals are not intended to replace any existing department course but to provide for-credit opportunities for study abroad projects that do not fit a discipline-specific or department program. Some students, for example,

travel alone through other travel providers or our exchange partners abroad. A committee with responsibility over the ABRD courses will review the syllabus or planned activities to determine if a student can enroll in and receive credit (and how much credit for variable-hour courses) for a program. The idea is that students should check with their own department first to see if there is a course designation that will fit and, if not, then the ABRD courses might help. One question from UPC concerns where the credit hours are counted from an instructor standpoint. In general, the question of where credit-hours are counted is similar to the XIDS courses. The expectation at this point is that most of the ABRD credits will not be for UWG-instructor-led programs. If that were to change, it might indicate that a department-specific course is needed. The eight ABRD new course proposals were approved.

b) [ABRD - 3100 - Teach Abroad](#)

Request: Add

The general explanation of ABRD prefix is provided in item a above. Specifically regarding ABRD 3100, this course is designed for students who will teach abroad in a formal or informal setting as approved by the faculty member with an emphasis on cultural differences. Title and description of course to be specified at time of offering. This may not count as a College of Education course or towards a major/minor in education unless approved by the College of Education. Variable credit 1 – 3 hours; may be repeated to a maximum of 9 hours credit.

See explanation for the ABRD proposals in item a above. These eight proposals for new ABRD courses were voted on as a block and approved.

c) [ABRD - 3200 - Service Learning Abroad](#)

Request: Add

The general explanation of ABRD prefix is provided in item a above. Specifically for ABRD 3200, the course is based on successful completion of service hours abroad. The student under the supervision of a faculty member will complete a project that addresses a significant problem as identified by the host community served. Variable credit 1 – 3 hours; may be repeated to a maximum of 9 hours credit.

See explanation for the ABRD proposals in item a above. These eight proposals for new ABRD courses were voted on as a block and approved.

d) [ABRD - 3300 - Perform Abroad](#)

Request: Add

The general explanation of ABRD prefix is provided in item a above. Regarding ABRD 3300 specifically, students will prepare and perform abroad. The performance might include playing a musical instrument, singing in a choir, acting as part of a theatre play, to only cite a few examples. This may not count towards a major/minor in a specific discipline unless approved by the department. Variable credit 1 – 3 hours; may be repeated to a maximum of 9 hours credit.

See explanation for the ABRD proposals in item a above. These eight proposals for new ABRD courses were voted on as a block and approved.

e) [ABRD - 4000 - Intern Abroad](#)

Request: Add

The general explanation of ABRD prefix is provided in item a above. Regarding ABRD 4000 specifically, the course is an extra-curricular learning experience taking place abroad and that will require the student to complete a professional project under the supervision of a faculty mentor. A written report of the results of the project must be submitted by the end of the semester abroad. Because the course is associated with an international internship, it can only be delivered abroad and should be differentiated from a similar experience in the United States. Variable credit 1 – 15 hours; may be repeated to a maximum of 15 hours credit.

See explanation for the ABRD proposals in item a above. These eight proposals for new ABRD courses were voted on as a block and approved.

f) [ABRD - 4001 - Contemporary Studies in Travel](#)

Request: Add

The general explanation of ABRD prefix is provided in item a above. ABRD 4001 specifically is a variable-topic examination related to a specific place and the act of traveling there, associated with a UWG Study Abroad Program. This is a 3-credit hour course (not variable credit) that can be repeated to a maximum of 15 hours.

See explanation for the ABRD proposals in item a above. These eight proposals for new ABRD courses were voted on as a block and approved.

g) [ABRD - 4002 - Contemporary Studies in/of Place](#)

Request: Add

The general explanation of ABRD prefix is provided in item a above. ABRD 4002 is a variable-topic examination in a specific place as the context for and/or a product of human, social, and/or biophysical processes and features, associated with a UWG Study Abroad Program. This is a 3-credit hour course (not variable credit) that can be repeated to a maximum of 15 hours.

See explanation for the ABRD proposals in item a above. These eight proposals for new ABRD courses were voted on as a block and approved.

h) [ABRD - 4985 - Research Abroad](#)

Request: Add

The general explanation of ABRD prefix is provided in item a above. Students will conduct research abroad under the supervision of a faculty mentor and will learn to carry out advanced research as well as proper methods related to literature search, record keeping, and report writing while being in an international setting. Both a formal oral and written report of the results of the research must be presented to a larger audience (e.g., faculty and peers, professional audience) either while abroad or upon return at UWG. Variable credit 1 – 15 hours; may be repeated to a maximum of 15 hours credit.

See explanation for the ABRD proposals in item a above. These eight proposals for new ABRD courses were voted on as a block and approved.

IV. Old Business

V. New Business