Committee I: Undergraduate Programs Committee
Kim Green, Chair
Meeting Minutes for Tuesday, February 6, 2024, 11:00 am
Minutes approved March 7, 2024

Attendance: Stacy Boyd, Betsy Dahms, Sarah Elias, Kim Green, Robert Griffin, Donna Haley, Mark Janzen, Anca Koczkas, Kayla Myers, David Newton, Kwang Shin, Charlie Sicignano, Scott Sykes, Kelly Williams

Guests: Anthony Fleming, David Leach, Anja Remshagen, Henry Zot

I. Call to Order

II. Approval of January 11 Meeting Minutes

Minutes were approved.

III. Program and Course Proposals

A) College of Arts, Culture and Scientific Inquiry

1) Department of Computing and Mathematics

a) CS - 4983 - Directed Research

Request: Revise

Changes involve credit hours and prerequisites:

The department intends to apply for an Undergraduate Research High-Impact Practice designation (UR-3). The current variable credit hours make it difficult to do so and maintain the rigor required for UR-3. This change makes it a 0/3/3 course that can be repeated up to three times, so that the "maximum of 10 hours credit" becomes "maximum of 9 hour credit". Adding the prerequisite “department consent” means that a student and the advisor for the course must agree on the deliverables before the student can register.

Anja Remshagen explained this proposal. This course revision was approved.

b) MATH - 3203 - Mathematical Probability

Request: Add

This is a renumbering of MATH 4203. It is a prerequisite for the other upper-level statistics courses and should be taken at the beginning of a student's upper-level studies.

Four of the Math proposals (three courses 3203, 3873, and 4873, and the BS revision; items b through e in this section of the agenda) were voted on as a block. David Leach explained these proposals which are related to structuring courses and tracks in the Mathematics program. Because MATH 3203 is a renumbering of existing 4203, there

is an item in Curriculog to delete MATH 4203 (but that deletion does not require UPC or Senate approval). A typo in one of the program sheets attached in Curriculog was noted, and the corrected sheet was uploaded after the meeting. These four proposals were voted on as a block and approved.

c) MATH - 3873 - Statistical Programming

Request: Add

The math program is replacing the Statistics and Actuarial Science track with a track in Applied Statistics and Data Analytics. This course will be taken by students at the beginning of their junior year. It will introduce them to statistical computer programming and give them hands-on experience using current software packages.

See explanation for item b above. The four Math proposals in items b through e were voted on as a block and approved.

d) MATH - 4873 - Advanced Data Analytics

Request: Add

This course is part of the new track in Applied Statistics and Data Analysis. This course will give students knowledge and experience using computationally intensive statistical techniques and machine learning to analyze data and both produce and present results.

See explanation for item b above. The four Math proposals in items b through e were voted on as a block and approved.

e) Mathematics, B.S.

Request: Revise

This proposal changes the tracks in the program. (1) The existing Statistics and Actuarial Science track is replaced with Applied Statistics and Data Analytics. Adding a data analytics component will better prepare students for today's workforce. (2) The program currently has two math tracks, Traditional Mathematics and Applied Mathematics. We are replacing those tracks with a single combined Mathematics Track that will incorporate both pure and applied math courses. Having a single math track will simplify scheduling, increase enrollment in sections that are offered, and will facilitate greater cohesion among our math majors.

See explanation for item b above. The four Math proposals in items b through e were voted on as a block and approved.

f) MATH - 4983 - Senior Project

Request: Revise

Currently all senior projects are done as independent studies. This proposal expands the course from 1 credit hour to 3 credit hours and makes the following changes:

1. Offer the course each spring, with one instructor of record instead of multiple independent studies. Class meetings would be a combination of lectures, student presentations, collaboration among students, and one-on-one time with the professor.
2. Students would be graded on multiple items through the semester in addition to the final presentation and paper, including mini project (possibly as a group project), progress reports on their final project, and technical assignment using software for mathematical typesetting and presentations.

The total hours for the program will remain the same as the elective hours will decrease to accommodate the increased hours for this course. This course revision was approved.

g) MATH - 4986 - Internship

Request: New

This is an optional internship course that a student majoring in mathematics can use in place of or in addition to their senior project. This High Impact Practice course will provide students a number of opportunities that would be difficult or impossible to replicate in a classroom. The internship will give early exposure to the practice of mathematics and statistics in the public or private sector and help with networking and career options.

The committee noted that this course aligns with the proposed QEP which promotes career readiness through experiential learning such as internships. The committee discussed a general issue that internships are often handled by instructors as independent studies, which raises a broader question about how UWG will meet an expected increased demand for internship experiences if/when the QEP is approved. Will these courses be handled in-load or out-of-workload? It was discussed that one effective way to raise this issue could be for individual departments, schools, or colleges to bring it to the attention of the QEP committee so that differences in how departments currently handle internships, independent studies, etc. and current level of demand could be understood. Regarding the MATH 4986 course specifically, it was mentioned that this course should be submitted for the HIP designation. The course was approved.

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

a) FREN - 3000 - French Digital Narratives

Request: Add

This course allows students to engage critically with a range of digital narratives that enable them to apply their knowledge of French language and culture in a theoretical and contextual framework that is new for our program. Students will explore and analyze digital narratives in fields such as journalism, art, generative literature, digital storytelling and social media.

Betsy Dahms explained the FREN and FORL proposals. The new FREN 3000 course was approved.

b) FORL - 4502 - Methods of Foreign Language Teaching

Request: Revise

The prerequisite of a C or higher in FORL 4501 will help students remain in the correct sequencing for the Teaching Certification track, which is vital since each course increases in the students' observation and teaching responsibilities. The prerequisite course content provides the foundation from which students expand and apply their knowledge of language acquisition and language teaching pedagogy.

The two proposals for FORL (items b and c in this section) were voted on as a block and approved.

c) FORL - 4586 - Teaching Internship

Request: Revise

The prerequisites of a C or higher in FORL 4502 and a C or higher in FREN 4000, FREN 4150, FREN 4310, or FREN 4320, or SPAN 4170, SPAN 4012, or SPAN 4013 will help students remain in the correct sequencing for the Teaching Certification track, which is vital since each course increases in the students' observation and teaching responsibilities. Additionally, the prerequisite requirement of a 4000-level course in the target language will ensure that students are advanced enough in their knowledge of the language and culture to undertake their teaching internship.

The two proposals for FORL (items b and c in this section) were voted on as a block and approved.

3) Department of Natural Sciences

a) BIOL - 1010K - Fundamentals of Biology with Lab

Request: Add

This proposal provides another option for non-science majors to fulfill a lecture and lab requirement in STEM Technology General Education (formerly known as Area D). The

combined format (lecture and lab in one course) overcomes the need to overlap content when lecture and lab are delivered by different instructors, in separate sections, and during any semester. This course can be offered online, hybrid, or face-to-face.

Henry Zot explained this proposal. The combined lecture/lab structure is used elsewhere. A similar course exists at Highlands, and Chemistry at UWG has this format for some labs/lectures. To be approved for counting as a core class, the request will have to be submitted to the USG Council on General Education. David Newton will assist the department with that process. This course was approved.

b) PHYS - 3510 - Experimental Physics

Request: Add

This course will replace the two-semester course sequence of PHYS 3511 and 3521. Lecture hours = 1; lab hours = 3; credit hours = 2.

This course was approved.

B) University College

1) Department of Civic Engagement and Public Service

a) CRIM - 1100 - Introduction to Criminal Justice

Request: Revise

This proposal adds this course as an option to count in Core Area E (Social Sciences). Rationale for including this course in the core includes that an understanding of the criminal justice system and the interactions that occur within it will help students answer the question, "How do I understand human experiences and connections?" Current analysis indicates at least half of the students taking CRIM 1100 are not Criminology majors, but are taking it out of interest. Adding this course to the Core would help those interested students progress towards their degree.

Anthony Fleming explained this proposal. This course is included in the core at other USG institutions, such as Georgia State and Kennesaw. The revisions include updates to standardize the learning outcomes. This proposal was approved.

IV. Old Business

V. New Business

Comprehensive Program Reviews

UPC is responsible for two program reviews this year. From CACSI, the Social and Behavioral Health program and from UC, the General Education program are being reviewed. The committee will work in two teams with the intention being that members

review a program from a college other than their own. Links to the reports and documentation submitted by the department and access to Xitracs will be provided to these teams. The reviews are required to comment specifically on the quality, viability, and productivity of the programs and on the quality and depth of the evidence in the report. These teams should submit their reviews back to the UPC chair by March 5 so that they can be approved at our next UPC meeting on March 7.