

**Committee I: Undergraduate Programs Committee**  
**Kim Green, Chair**  
**Meeting Minutes for Tuesday, March 7, 2024, 11:00 am**  
*Minutes approved March 28, 2024*

**Attendance: Stacy Boyd, Nancy Capponi, Kim Green, Donna Haley, Mark Janzen, Anca Koczkas, Doug McWilliams, Kayla Myers, Zachary Potter, Charlie Sicignano, Scott Sykes, Kelly Williams**

**Guests: Collin Brooks, James Dillon, Shelly Elman, John Garner, John Morris, Julie Raschen, Mark Schoon**

- I. Call to Order
- II. Approval of February 6 Meeting Minutes

**Minutes were approved.**

III. Program and Course Proposals

A) College of Arts, Culture and Scientific Inquiry

1) Department of Art, History, and Philosophy

a) [ART - 3550 - Intro to Digital & Sequential Arts](#)

Request: Add

This course introduces principles and techniques in animation, illustration, digital arts, and other sequential arts. The course provides fundamental skills for students entering the Animation, Illustration, and Digital Arts (AIDA) concentration and the requisite exposure and experience to the discipline prior to their BFA application to AIDA.

Prerequisites are ART 1006, 1007, 1008, and 1009, each with minimum grade of C.

**Six of the Art proposals (five courses 3550, 3551, 3552, 3553, and 4559, and the BFA revision for the AIDA concentration; items a through f in this section of the agenda) were voted on as a block. Mark Schoon explained these proposals which are related to the creation of a new concentration in Animation, Illustration, and Digital Arts (AIDA) for the Art program. Students must be admitted to the AIDA concentration in order to take the courses. This set-up is similar to the Graphic Design concentration and will allow for managing the expected high demand for the courses. However, flexibility is also available because the courses will allow for instructor overrides. The committee inquired about the department resources to support the new courses. The department is hiring one new faculty line and is working with IT regarding hardware and software. The reopening of the Humanities building will affect the space and resources when that project is complete. These six proposals were voted on as a block and approved.**

b) [ART - 3551 - Animation Studio](#)

Request: Add

This course provides intermediate level skills in support of the Animation, Illustration, and Digital Arts (AIDA) concentration, including the use of temporal visual and aural techniques to create animations. Students must be accepted into the AIDA concentration prior to enrolling in this course. Prerequisite is ART 3550 with minimum grade C.

**See explanation for item a above. The six Art proposals in items a through f were voted on as a block and approved.**

c) [ART - 3552 - Intermediate Digital & Sequential Arts](#)

Request: Add

This course provides intermediate level skills in support of the Animation, Illustration, and Digital Arts (AIDA) concentration, building skills necessary for storytelling and production. It is an essential skill building class prior to advanced coursework within the concentration. Students must be accepted into the AIDA concentration prior to enrolling in this course. Prerequisite is ART 3550 with a minimum grade of C.

**See explanation for item a above. The six Art proposals in items a through f were voted on as a block and approved.**

d) [ART - 3553 - Stop-Motion Animation](#)

Request: Add

This course provides intermediate skills in support of the Animation, Illustration, and Digital Arts (AIDA) concentration, including the place of stop-motion animation in contemporary art and the integration of stop-motion techniques into students' existing art practice. Students must be accepted into the AIDA concentration prior to enrolling in this course. Prerequisite ART 3550 with minimum grade of C.

**See explanation for item a above. The six Art proposals in items a through f were voted on as a block and approved.**

e) [ART - 4559 - Advanced Animation & Illustration](#)

Request: Add

With instructor approval, the student will define a project delving into specific subject matter as it relates to Animation, Illustration, Digital Art, or other Sequential Arts (AIDA). This course furthers the direction of the individual and the development of an

advanced portfolio or works. It will support students in their development and progression towards, and through, the senior capstone sequence. May be repeated up to 15 credit hours. Students must be accepted into the AIDA concentration prior to enrolling in this course. Prerequisites ART 3550 with a minimum grade of C and (3551 or 3060 or 3552 or 4702) with minimum of C.

**See explanation for item a above. The six Art proposals in items a through f were voted on as a block and approved.**

f) [Art, B.F.A.](#)

Request: Revise

This proposal creates a new concentration in Animation, Illustration, and Digital Arts (AIDA) within the Bachelor of Fine Arts in Studio degree program. The AIDA concentration will require 126 credit hours, the same required by all other studio based BFA-Art concentrations). The proposal aligns with student demand and the job market.

**See explanation for item a above. The six Art proposals in items a through f were voted on as a block and approved.**

g) [Art, B.F.A.](#)

Request: Revise

This proposal creates a new General Fine Arts Concentration in the BFA-Art degree program. The General Fine Arts concentration will not only allow us to provide a more broad and general approach to art studio discipline studies, it will also keep the UWG Art Program in compliance with our national accrediting body NASAD, which provides an option and guidelines for the BFA-Art General Fine Art concentration. The BFA in Art (General Fine Arts) concentration, as in all BFA-Art Degrees, will require 126-credit hours (the same as existing concentrations within the degree) where student will take a broad scope of studio course work and chose to focus in at least two or more areas of study, rather than focusing on one area of study.

**John Morris explained this proposal which creates a broad focus option in the program. This general concentration will provide an alternative within the BFA for students who want a broad approach which was offered by the BA that is being discontinued. The new concentration requires no new courses or resources. The revision creating the new concentration was approved.**

h) [PHIL - 3315 - Contemporary Moral Problems](#)

Request: Add

This course will expand offerings in two Philosophy tracks (Law, Justice, and Society track and newly proposed Applied Ethics track), develop career-ready skills, and provide academic support for the UWG Ethics Bowl team. The course focuses on contemporary moral problems raised in the case pack for each year's national Intercollegiate Ethics Bowl. Students perform academic research on problems central to the cases; use moral imagination to find solutions; develop moral arguments for particular positions; and present their findings orally. Students may take the course up to four times for credit. Students can count the course twice toward the Philosophy BA; twice toward the Philosophy Minor; and three times toward the Ethics Certificate.

**The three Philosophy proposals (two courses 3315 and 3320, and the BA revision; items h through j in this section of the agenda) were voted on as a block. John Garner explained these proposals. The courses will support the new concentration in Applied Ethics. While the PHIL 3315 course does support the UWG Ethics Bowl team, it is also available for other students. The content will update regularly because the cases differ each year for the Ethics Bowl. These courses, like many 3000-level courses in Philosophy, are easily available to students in many programs because the courses have either no prerequisites or only ENGL 1101 as a prerequisite. Supporting these additions will require a new faculty hire which is underway. These three proposals were voted on as a block and approved.**

i) [PHIL - 3320 - Technology and Human Values](#)

Request: Add

This course explores the moral implications of new technologies and various philosophical views of the relationship between humans and technology. The course will broaden the range of applied ethics courses available to philosophy majors, philosophy minors, and ethics certificate students, and will serve as an option for philosophy majors in our newly proposed Applied Ethics concentration.

**See explanation for item h above. The three Philosophy proposals in items h through j were voted on as a block and approved.**

j) [Philosophy, B.A.](#)

Request: Revise

This revision has two parts:

(1) Applied Ethics Concentration: The proposal creates a new concentration in Applied Ethics within our Philosophy B.A. program. This track offers courses such as

Technology and Human Values, Biomedical Ethics, Professional Ethics, among others with obvious career focus and applicability. The track brings sophisticated ethical reasoning directly into communication with specialized fields such as technology, business, environmental science, etc.

(2) Law, Justice, and Society (LJS) Concentration: The LJS concentration already exists. The change is to modify the catalog placement by placing this concentration under the Philosophy B.A. where it technically belongs as a sub-option.

**See explanation for item h above. The three Philosophy proposals in items h through j were voted on as a block and approved.**

2) Department of Anthropology, Psychology, and Sociology

a) [PSYC - 4020 - Critical Psychology](#)

Request: Add

This course will be a required major course for the proposed 100% online degree in Personal and Social Transformation. In addition, the course represents the area of expertise of several of our current program faculty. The course provides an introduction to the international movement of critical psychology. Credit hours = 4.

**James Dillon explained this new course. The course was approved.**

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

a) [BFA in Theatre, Acting, Design/Technology, and Generalist concentrations](#)

Request: Revise

This proposal creates a generalist concentration as part of the Bachelor of Fine Arts in Theatre. The generalist concentration will be the third for the program along with concentrations in acting and in design/technology. The generalist concentration offers an option for students who want skills in more than one aspect of theatre and will be an effective choice for students who want to teach theatre. The generalist concentration covers acting, design/technology, and writing both for theatre and film.

**Shelly Elman explained that this concentration will be useful for students who want to cover several aspects of theatre and will be a good alternative to the BA for those students. This proposal was approved.**

B) College of Education

1) Department of Early Childhood through Secondary Education and Reading

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

Request: Revise

Math 3803 Algebra for P-8 Teachers 1 and Math 3703 Geometry for P-8 Teachers have been replaced with ECED 3250 Teaching Elementary Mathematics 1 and ECED 3260 Teaching Elementary Mathematics 2 in the program plan of study due to changes in the P-5 mathematical standards in Georgia. Aligned with the Georgia Standards of Excellence, the two new ECED courses were developed to ensure candidates can apply their understanding and knowledge of the content, methods and materials that will support student understanding and application of the new mathematical standards.

**Julie Raschen explained this proposal updates the program for the two new courses which were previously approved by UPC (Nov 16 meeting). This program revision was approved.**

2) Department of Sport Management, Wellness, and Physical Education

a) [PHED - 2300 - Positive Youth Development in Sport](#)

Request: Revise

The Senate action item in this proposal is removing the 1 lab hour. This lab hour appears to be an error in the original proposal. This course does not have a lab component.

**Collin Brooks explained that this is a change to correct the course catalog. This proposal was approved.**

IV. Vote on courses requesting Work-Based Learning High-Impact Practice (HIP) designation (see list sent separately)

**The list of work-based learning designations was approved. This list will be included on the upcoming Faculty Senate agenda as an information item.**

V. Vote on Comprehensive Program Reviews (see the submissions to be provided prior to the meeting)

**The committee discussed the results of the reviews for the programs General Education and BS in Social and Behavioral Health. The committee noted the strengths of the reports, the analyses and the explanations of supporting evidence. There are many strengths in the programs. Coverage of the issues the programs are dealing with focused on the management of trends in enrollment. The committee approved the reports prepared for the UPC review of these programs.**

VI. Old Business

**As a follow-up from the February 6 meeting, it was noted that each college has a QEP champion who could be a good first point of contact for bringing attention to questions about how demand for internships will be handled if the demand increases with the QEP.**

VII. New Business