Committee: Undergraduate Programs Committee
Sarah Elias, Chair
Meeting Minutes – Oct. 27, 2026
Microsoft Teams

I. Call To Order/Attendance
   A. In attendance: Sarah Elias, Betsy Dahms, Adam Wolecki, Nguyen Hoang, Susana Velez-Castrillon, Alexander Claussen, Brandy Locchetta, Talia Campese, Denise Morris, Anca Koczkas, Nathan Rehfuss, Frank Fontanella, Neema Noori, Andy Walter, Marie Brown, Sophia Robinson-Harris

II. Approval of Sept. 29 Minutes
   A. Called for approval of minutes. Passed.

III. Program and Course Proposals

Several course changes were proposed through Curriculog. Votes were taken, with a quorum approving each separate proposal.

A. Perry College of Mathematics, Computing, and Sciences

I. School of Field Investigations and Experimental Sciences

a) Program: Biology, B.S.
Request: Revise
Students majoring in Biology will select 1 of the following 3 concentrations:

1. Biomedical Sciences Concentration
   The B.S. in Biology with a Biomedical Sciences Concentration is designed to prepare students for post-graduate studies and careers in health-related fields.
2. Environmental Biology Concentration
   The B.S. in Biology with an Environmental Biology Concentration is designed to prepare students for post-graduate studies and careers in natural resource conservation, management, and research.
3. Integrative Biology Concentration
   The B.S. in Biology with an Integrative Biology Concentration is designed to allow students flexibility in customizing a course of study to prepare for post-graduate studies or careers in government agencies and private sectors.

Rationale: This is a directive from Dean Bickford. We are resurrecting the Principles of Biology for Majors sections to serve our biology majors better.
Based on the information provided in the proposal, revisions to the Bachelor of Science in Biology program include student selection of one of the following three concentrations to better serve Biology majors:
• Biomedical Sciences Concentration
• Environmental Biology Concentration
• Integrative Biology Concentration

****Following the meeting, a revision was needed for the vote. This Curriculog proposal was specifically adding BIOL 2107/2018 and the corresponding lab courses. The courses are preexisting, just being added again into the program requirements. An additional vote was called by Chair Elias and the vote passed.**

II. School of Field Investigations and Experimental Sciences

a) Program: Earth and Environmental Sciences, B.S.
Request: Revise
The Earth and Environmental Sciences (EES) program and degree at UWG offers multiple concentrations for students to pursue education and career pathways focusing on the Earth's physical composition, its surface and atmospheric systems, and how these interact and are impacted by human activities. This broad area of interest, furthermore, is understood and explored using an integrated systems approach, emphasizing the spatial and temporal relationships within and between relevant natural and human systems. All EES students are prepared for future careers by gaining a particular skillset that enables them to analyze and explain conditions and processes that fall within this earth and environmental sciences framework. The culmination of this learning is the formulation, execution, and presentation of a faculty mentored research project. Based on existing faculty expertise, students majoring with a BS in EES can pursue one of three concentrations, each with its own thematic focus and methodology: 1) environmental sustainability, 2) geographic information systems, and 3) professional geology. Learning Outcomes: 1. Students will be able to demonstrate knowledge of disciplinary elements of Earth and Environmental Science by explaining phenomena studied, foundational concepts, and key theories and methods. 2. Students will be able to apply appropriate research methodology and techniques to analyze problems related to EES. 3. Students will be able to produce research/scientific findings through the design and implementation of a faculty-mentored research project. 4. Students will be able to communicate effectively knowledge about EES phenomena, concepts, and methods in both oral and written presentations.

Rationale: We have modified our independent research requirement to where this will now be executed via two corequisite courses; GEOG/GEOL 3332 and 3333. This changes the credit requirement only by 1 additional credit hour being required. The change of adding as additional course requirement in the GIS concentration is actually a fix to an incorrectly entered number in

the initial EES proposal. The assessment of the program does not change, but I am attaching the old assessment plan just in case.

Based on the information provided in the proposal, revisions to the Bachelor of Science in Earth and Environmental Sciences program include modifications to each concentration's independent research requirement with the addition of two corequisite courses (GEOG/GEOL 3332 and 3333). The corequisite courses, one of which replaces the old independent study being removed, add one additional credit hour (0.8% increase), less than a 25% change to curriculum content, and no increase in students' expected time to completion. The other revision adds 4 credit hours required for the GIS concentration (3.3% increase) and corrects the originally required credit hours in the initial EES proposal. Both represent less than a 25% change to the curriculum content, and no increase in students' expected time to completion by more than one term.

Additionally, there are no changes to the delivery method, the proposal does not introduce any new off-campus instructional sites, cooperative academic arrangements, or other SACSCOC substantive changes as defined by the SACSCOC Substantive Change Policy and Procedures. Subsequently, there are no known implications requiring notification to or approval from SACSCOC.

Vote passed.

III. School of Field Investigations and Experimental Sciences

a) Program: Geography
Request: Add
New course: GEOG 3332: Geographical Investigations in Earth and Environmental Science
Course Description: Detailed assignments related to exploring a specific area of geography, environmental science, or GIS. Permits students to execute a geographically focused research project within the broader field of earth and environmental sciences. This course requires a faculty mentor. Title to be supplied at the time of offering.
Variable CH (1-3). Maximum 6
Rationale: This course is replacing the old GEOG 4083 course. The new title and description of this course will fit better into the scaffolded curriculum of the new EES major. The 3000 level is also more appropriate as it better reflects the expected level of difficulty for a Junior level course (EES majors are expected to take this course as Juniors).

Vote passed.

IV. School of Field Investigations and Experimental Sciences

a) Program: Geography
Request: Add
New course: GEOG 3333: Faculty-Mentored Research in Earth and Environmental Sciences
This course is focused on helping students execute a doable research project. The course will run alongside GEOG/GEOL 3332, which is an independent study where the student will have a mentor to guide them through a research project. The aim of this course is to ensure the effective documentation of this research endeavor.
Rationale: This course will now be offered at registration as opposed to being an independent study. The course will now also have a corequisite GEOG/GEOL 3332 which will be an independent study with a mentor - faculty mentored research. In the 3333 course an instructor will communicate with students and mentors to ensure that the research process is proceeding according to plan and is being properly documented. The idea is to create more follow through and uniformity in the independent research requirement within EES.

Vote passed.

V. School of Field Investigations and Experimental Sciences

a) Program: Geology
Request: Add
New course: GEOL 3332: Geological Investigations in Earth and Environmental Science
Detailed assignments related to exploring a specific area of geology. Permits students to execute a geologically focused research project within the broader field of earth and environmental sciences. This course requires a faculty mentor. Title to be supplied at the time of offering.
Variable CH (1-3). Maximum 6
Rationale: This course is replacing the old GEOL 4082 course. The new title and description of this course will fit better into the scaffolded curriculum of the new EES major. The 3000 level is also more appropriate as it better reflects the expected level of difficulty for a Junior level course (EES majors are expected to take this course as Juniors).

Vote passed.

VI. School of Field Investigations and Experimental Sciences

a) Program: Geology
Request: Add
New course: GEOL 3333: Faculty-Mentored Research in Earth and Environmental Sciences
This course is focused on helping students execute a doable research project. The course will run alongside GEOG/GEOL 3332, which is an independent study where the student will have a mentor to guide them through a research project. The aim of this course is to ensure the effective documentation of this research endeavor.
Rationale: This course will now be offered at registration as opposed to being an independent study. The course will now also have a corequisite GEOG/GEOL 3332 which will be an independent study with a mentor - faculty mentored research. In the 3333 course an instructor will communicate with students and mentors to ensure that the research process is proceeding according to plan and is being properly documented. The idea is to create more follow through and uniformity in the independent research requirement within EES.

Vote passed.

B. Richards College of Business

I. Department of Economics

Action item: Revise
Internship in Economics: Extend credit hours from 3 to 1-6
Extending internship credit to beyond a single-semester 3-hour course provides students the potential of a more meaningful learning experience on the job. By extending the internship course to two semesters gives students enough time to move beyond training and in into roles that meaningfully contribute to substantial workplace projects. It also provides continuity on projects that take several months to complete, which are becoming more common. Two-semester internships also provide stronger career preparation, additional opportunities to develop professional skills, deeper relationship with employers, and stronger professional connections, which all potentially lead to a job offer after graduation. By allowing 1-6 hours of credit, a student and employer have the flexibility to scale the internship to match the requirements of the job. Furthermore, this dovetails into a new initiative to create business co-op programs. Flexible 1-6 hours credit recognizes that internships are experiential learning opportunities whose educational value can increase with sustained participation, rather than treating the experience as something that must end after one semester

Vote passed.

IV. No old Business
V. No new Business
VI. Chair Elias adjourned the meeting.