

Faculty Senate Meeting Minutes

February 14, 2025

Approved March 7, 2025

1. Call to Order

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

2. Roll Call

Present:

Allen, Boyd, Brock, Buzon, Caramanica, Cheng (Hopper as proxy), Colley, Council, Cuomo, Dahms, Dutt, Ellison, Green, Griffin, Hadley, Hampton, Harte, Hildebrandt (Sinkey as proxy), Janzen, Jara-Pazmino, Kazeem, Khan, Lee, Maggiano, Matthews, Mendes, Moon, Morales, Ofoe, Peralta, Riker, Roberts, Seong, Sheppard, Shelnut, Shin, Sicignano, Swift, Talbot, Wentz, Yarbrough

Absent:

Banford, Bergiel, Davis, Dyar, Elias, Perry, Ruffin, Viswanath, Webb, Yang

3. Minutes

A) The January 24, 2025 Faculty Senate Meeting Minutes were approved electronically on February 7, 2025.

4. Administrator Reports

A) President

a) *Enrollment. Up 11% from last year, but work is still needed to attract and retain more undergraduate students.*

b) *Recent events. Art events in Humanities including high school honor society conference. Presentations on career readiness and experiential learning yesterday in business, discussed connections across many different areas. Events such as these connect what we do with student futures; momentum approach in system office is related: purpose, pathways, mindset. Momentum approach helps students progress, persist through each year, and find their purpose throughout the undergraduate experience. Mindset includes emphasis on the growth mindset as well as other strategies for students to be confident and progress.*

- c) *Athletics. Basketball season has been ongoing; many wins, but losing is a necessary condition to doing well, especially in the DI space. Women's team is doing very well; resources are limited. Our budget is small, but comparable and it can be difficult to keep good players. Cheer team went to nationals and won all four championships.*
- d) *Ranked number two in state for online master's programs (nursing, business, computer science); social mobility rankings still high, third in the state.*
- e) *Undergraduate graduation rates. Ongoing important topic; graduate programs are valued, but undergraduate rates are the core for overall long-term sustainability. Creates campus culture and positive future impacts including strong positive affective memories. These experiences happen primarily in person. Georgia loses online students overall; online experiences are also important and we do not want to lose that component. Academics and additional experiences will help bind students to the campus and campus culture. Working on student experiences such as East Commons dining, housing HVAC, UCC renovation and gaming, considering creating places and areas where studying vs. leisure experiences can happen. Getting a good response from students so far. Admissions showcases have been robust and highlight labs, athletics, and all experiences provided on campus. Faculty are critical because you interact with students the most; do whatever you can do to help students feel connected. Demographic cliff with fewer high school students will impact the system eventually; doing the best we can now will help.*
- f) *DEI actions. Political, financial, academic situations can cause anxiety or distress for some students. Mental health, counseling, financial aid counseling, professors, and advisors provide services and help to undergraduate and graduate populations; the UWG Cares team helps individual students. Faculty should refer students to the Care team if there are any concerning signs.*
- g) *Surveys for student experiences. Working on it: having conversations regarding how to connect with students, being aware of attention and information overload.*
- h) *Questions:*

- *Q: News and federal funding including proposal review at NSF. While many other USG students are being impacted more than UWG, drop in NSF funding will negatively impact retention and future enrollment in the sciences. Could faculty draft a memorandum discussing importance of useful conversation so that impact is minimized that the President could take to the Chancellor?*
- *A: Indirect operational support has been cut to 15%, which is not as meaningful for UWG as R1 institutions. The President will update the Chancellor and convey this message (formal note not necessary).*

B) Provost

- a) Relevancy of faculty work. Inspired by updates in philosophy and physics and proposals related to battery and green technology, still pushing in that regard. GPC analytics including increasing flexibility; faculty are ensuring that programs and courses are relevant to students today and evolving for the future.*
- b) Retention survey. Strategic enrollment management and advising have done work in this regard historical, but it is difficult to engage students once they have left. Low friction embedding surveys into D2L, incorporate into classes to help retain students could be a possibility.*
- c) On campus experiences. QEP kickoff launch, QEP fellow and champions are doing great work for high-impact practices and career readiness. Is being noted by the system office and the momentum approach. Applies to students as well as in faculty academic life. Regional science and engineering fair recently with over a hundred participants. Southwire is interested in internship and job opportunities. Black innovators in business event recently. The Provost realizes that faculty are consistently linking career experiences to classroom practices in their own academic areas.*
- d) Study abroad experiences robust in the summer. Proration in regards to preparation: will be funded fully for faculty leading these programs. As the summer schedule launches March first (fall as well), have conversations with the Provost to ensure that students are getting what they need.*

- e) *Humanities meeting to create a punch list earlier this week. Working with facilities and ITS to ensure that spaces are fully functional.*
- f) *Commencement. Largest graduating class this year: determining logistics so that graduate and undergraduate can be involved, perhaps by discipline. Goal to also make it more approachable to faculty and staff.*
- g) *BOR policy updates in November. Visited Faculty Senate Executive Committee and Staff Advisory Council recently. DCEPS addressing history requirements. Nursing has accreditation standards that intersect with some of the federal and BOR level change; happy to talk on individual level, but we have an EEO statement at the USG and should be sufficient to meet accrediting standards. Talk with Chair, Dean, or Provost if there are curricular questions; look holistically to do best practices and align content accordingly: helps with consistency across sections, should also be considered regarding textbooks or other factors, including affordability.*
- h) *Research clusters. Will host monthly brownbag meetings regarding AI. AI has implications for in class experiences, promotion and tenure productivity, and teaching. Core of faculty expertise is unique and will not go away. Just because technology comes with promise, it does not mean that it works for all in all ways, but can explored.*
- *Jeff Reber: AI Busters will test possibility and capability of AI in research, teaching, and student success. February 25th 12-1pm in University Club of West Commons, Provost will discuss the question of can you design a textbook using AI, including considering many different disciplines. Different times throughout the semester to accommodate schedules.*
 - *David Newton: Teaching and Learning Conference will include presentations regarding AI, including representation from UWG faculty.*
- i) *Thirteen hundred students participating in common course component reminders and notifications regarding assignment deadlines and feedback. Supporting students to turn their assignments in or connect with faculty if there are issues. Pilot program now and if faculty would like to be included, let Provost know.*

5. Committee Reports

Executive Committee (Gavin Lee, Committee Member)

Action Item (Figure 1):

David Newton: request came from academic programs and schools, this is in response to expedite the process. Not curricular changes, but are technical or administrative.

Approved unanimously.

A) Changes to UWG Shared Governance Procedures for Modifications to Academic Programs

Request: Revise

Rationale: This proposal requests that program name changes, CIP Code changes, and changes to program descriptions be added to the list of program changes that do not require Senate review / approval and can be processed by the office of the Provost after the college- or school-level review.

These types of program changes are either minor (do not involve curriculum or degree requirements) or—in the case of CIP Code changes—administrative. The University System of Georgia (USG) requires every degree and stand-alone certificate to be assigned a CIP Code. The [Classification of Instructional Programs](#) (CIP) is a taxonomic coding scheme of instructional programs. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions. The USG requires institutions to submit notification of changes to program and certificate names and CIP codes, but these changes do not require Board of Regents (BoR) approval. SACSCOC approval is not required for these changes.

The addition of minor program modifications parallels the process for course modifications in the Shared Governance document that routes “minor modifications to courses including: course name, description, course learning outcomes, course deletions (with the exception of Core courses) and prerequisites within a college or school” to the office of the Provost.

Information Items (Dylan McLean, Chair):

1) General Information Updates

a) Many updates from administration are because of conversations we have had with colleagues. These discussions with our leaders helps to bridge divides in day to day business (such as Humanities, surveys, etc.).

Communication and continuing these discussions is valuable. Chair McLean is committed to keeping material passed on and confidential if sent to him to be discussed or addressed by administration.

- b) Working on committee revision. February 28th is deadline for revisions from committee meetings to have time to discuss and create a draft in the executive committee the following week. Contact Chair McLean if chairs need another copy of the proposal.*
 - c) Campus engagement. Good ideas included in the minutes and a form has been circulated; working to merge minutes and additional ideas to convey to leadership in a meaningful and helpful way. Coordinate by themes and categories: three quarters of suggestions need administrative help, but remaining can be accomplished directly by faculty. Office hours policy in the handbook: Rules and executive committee will revise and potentially consider changing to student engagement time or something of that nature.*
 - d) Presidential search committee is still receiving applications from candidates.*
- 2) Committee Chair General Updates
- a) Faculty Development Committee (Amy Cuomo, Chair).*
 - i. eDossier workgroup. CourseDen will be used for promotion and tenure dossiers. A sandbox in CourseDen has been created for promotion and tenure and mirrors current structure. Administrative staff will assist; Google Sites will also remain, hope for fall semester cycle for eDossiers.*
 - 1. David Newton: not an easy way to merge Google Sites right now, but can just drop documents into CourseDen; simplifies process and has template format. Option this coming year, but realizes that some people may already be working in Google Sites.*

Committee I: Undergraduate Programs Committee (Kim Green, Chair)

Action Items:

Taken as a block vote and approved unanimously.

- A) College of Humanities, Arts, and Social Sciences
 - 1) School of Humanities

a) [Philosophy B.A.](#)

Request: Revise

The proposal modifies field of study (FOS) requirements in three ways: (1) Students are no longer required to take three PHIL 2xxx-level courses but may now choose two from a set of three. (2) Students are no longer required to place any Foreign Language classes into FOS. Any such classes may be placed into IMPACTS (when allowed), into FOS open electives, or else under general Open Electives. (3) Students are no longer required to place a Humanities-specific elective class into FOS. Any such class may be placed under FOS open electives or else under general Open Electives.

The proposal also modifies the major coursework as follows: We are reducing the total required PHIL 3/4xxx-level courses from 33 hours to 21 hours. This implies a change in general Open Elective hours from 27 hours to 39 hours. Among those Open Elective hours, students may place any further courses as required, e.g. for any optional Certificate(s), Minor(s), Double-Major/-Degree (recommended), and/or general Open Electives.

B) Perry College of Mathematics, Computing, and Sciences

1) School of Field Investigations and Experimental Sciences

a) [Chemistry, Non-ACS Track - Secondary Education Option, B.S.](#)

Request: Revise

The previous secondary education track in natural sciences programs (biology, chemistry, physics, and geology) with the UTEACH program has phased out due to low enrollment. These programs have developed a new common pathway to prepare science majors to become a secondary education science teachers by completing their B.S. degree in their major fields, which includes prerequisites for the Master of Arts in Teaching degree offered by the College of Education. This proposal is to revise Chemistry's Non-ACS Track - Secondary Education Option (which was UTEACH-based) with the new set of classes to prepare students to pursue a teaching career.

Relation to ABM: There is an option to use this B.S. program with M.A.T. to make this a 4:1 Accelerated Bachelor's to Masters' (ABM). There are

prerequisites for M.A.T. embedded in the B.S. program requirements. However, since the B.S. portion is offered by the Perry College of Mathematics, Computing, and Sciences and M.A.T. portion are offered by the College of Education, we are not proposing a full ABM program here. This proposal covers only the B.S. in Chemistry for Secondary Education Option, which is a standalone degree program, which can be used to smooth transition to the M.A.T. program.

b) [Physics, Battery Technology and Sustainable Energy Concentration, B.S.](#)

Request: Revise

The new concentration will give students specialized education and training in the area of battery technology and its application in electric vehicles, grid energy storage systems, and power distribution networks. This degree path will make students more prepared and more competitive in the job market in energy sectors. It should also be noted that we have created four new classes for this concentration that are in the approval process. In the fall of 2024, the first class was taught as a special topics course (Battery Technology and Design). The enrollment was comparable to other physics courses indicating a significant interest in the new concentration.

c) [PHYS - 3513 - Power Distribution Sources and Networks](#)

Request: Add

This course is being created to support a new physics B.S. concentration, Battery Technology and Sustainable Energy. The purpose of the class is to teach students about energy production and distribution, including aspects of environmental and humanitarian issues. The course will benefit students interested in pursuing a career with industries focused on energy production, distribution, or storage.

d) [PHYS - 3613 - Battery Technology and Design](#)

Request: Add

This course is being created to support a new physics B.S. concentration, Battery Technology and Sustainable Energy. The purpose of the class is to provide students with an in-depth knowledge of battery systems. This will cover the physics and chemistry of a variety of batteries giving students the introductory knowledge needed to maintain, test, and develop batteries. This will be beneficial

to students interested in pursuing a career in energy storage development and manufacturing.

e) [PHYS - 3813 - Electronic Systems Design in Vehicles](#)

Request: Add

This course is being created to support a new physics B.S. concentration, Battery Technology and Sustainable Energy. The purpose of the class is to teach students how conventional vehicles utilize electrical and mechanical power and connect that to the way that electric vehicles, mostly cars, are designed. Some of the ideas of electronic systems will be extended to explore mass transportation vehicles (e.g., buses, ships, and eVTOL (electric vertical take-off and landing) aircraft) and their efficiency. The course will benefit students interested in pursuing a career with industries focused on automotive design and development. This course may also be of interest to a general population of students that are interested in the engineering aspects of vehicles.

f) [PHYS - 4624 - Advanced Battery Technology and Design](#)

Request: Add

This course is being created to support a new physics B.S. concentration, Battery Technology and Sustainable Energy. The purpose of the class is to provide students with an in-depth knowledge of battery systems. This will cover the physics and chemistry of a variety of batteries, giving students the advanced knowledge needed to maintain, test, and develop batteries. The course will also have a hands-on lab component working with UWG faculty on current battery research projects. This will be beneficial to students interested in pursuing a career in energy storage development and manufacturing.

C) Richards College of Business

1) Department of Management

a) [MGNT - 3621 - Introduction to Design Thinking](#)

Request: Add

Design thinking is a process used to assist decision-makers identifying solutions when faced with a problem. Given that today's managers are often faced with complex challenges, design thinking helps prepare them to approach difficult

issues in a systematic manner (through an iterative process of Empathy, Framing a Problem, Ideation, Proto-Type and Testing). This course will be useful for management majors to take as a select course. The course will also be relevant to other majors across UWG.

D) School of Communication, Film, and Media

1) [COMM - 4305 - Intermediate Short-form Screenwriting](#)

Request: Add

This class has been piloted as a special topics class and we have deemed it an incredibly valuable addition to our intermediate-level offerings in our Film & Video Production degree and concentration. Students learn to write screenplays and scripts and to evaluate narrative possibilities of short-form filmmaking.

2) [Film & Video Production, B.S.](#)

Request: Revise

This revision makes the following three changes:

Change 1: Remove FILM 2080 and FILM 2100 from Field of Study so that all our majors must take COMM 2256, which is a class in film aesthetics explicitly designed for Film Production Majors. This class has been integrated into our curriculum and course-rotation and we are now able to offer it regularly and reliably. This change will allow us to create more consistency with the students coming through our program.

Change 2: Within the 33 hours of required course, we currently have 5 intermediate-level classes. We are adding COMM 4305 Intermediate Short-Form Screenwriting as an option to give students more flexibility. Now, instead of taking all 5: 4405 (Sound Design), 4406 (Cinematography), 4407 (Editing for Film & video), 4408 (Producing for Film & video), 4409 (Directing for Film & video), students may now choose 5 from a list of 6 intermediate classes.

Change 3: Remove Options from COMM 3356 Film and Culture Or more specifically.... Previously student could choose Film and Culture or (GRMN 4200 German Culture through Film OR GRMN 4230 The Kafkaesque in Lit and Film OR GRMN 4240 Mystery and Horror in Lit and Film OR GRMN 4250 Contemporary German Cinema OR FORL 3111 World Film OR FORL 4485 Topics in National

Cinema OR ENLG 4109) to fulfill this requirement. Since we offer Film and Culture twice per year, and practically none of our students opt to not take this class, we have decided to make this class required. Students may still take any of the other options as electives, but Wolf Watch and degree requirements will read much more neatly.

Committee II: Graduate Programs Committee (Jairus-Joaquin Matthews, Chair)

Action Items:

Items taken as a block vote and approved unanimously.

A) College of Business

- 1) [Combined Master's In Professional Accountancy \(MPAcc\) in Data Analytics and Master of Business Administration, M.B.A.](#)

Graduate Revise Program Request

Rationale: The current name and CIP code do not align with the evolving needs of the profession, which increasingly requires expertise in data analytics, information systems, and artificial intelligence. A new name and CIP code would help to secure a STEM designation, making the program more attractive to international and domestic students while addressing the growing demand for tech-driven insights in accounting. The American Institute of CPAs® (AICPA) and the Chartered Institute of Management Accountants® (CIMA) have compiled a list of STEM-designated accounting programs from across the US:

<https://www.mocpa.org/storage/files/7df6a9c036135a391d44aea25bbf85ce.pdf>

By incorporating technology-focused coursework the program is well-positioned to meet the needs of industries that require advanced data management and financial analysis. A STEM designation would formally recognize these skills, enhancing students' employability and providing international students with extended Optional Practical Training (OPT) opportunities. This change would help retain top talent in the US job market and offer a competitive advantage for students and the university. It would increase the program's visibility and prestige, making it more attractive to international students, particularly in regions where STEM degrees are highly valued. It would also attract top-tier talent globally, fostering a more diverse and skilled student body. Additionally, domestic students pursuing careers in data-intensive

fields would be more likely to enroll in a program that aligns with the increasing importance of STEM in business.

The program has incorporated several required courses emphasizing data analytics and technology, which are vital to modern accounting: Accounting Innovation through Data Analytics (ACCT 6200), Strategic Information Systems (ACCT 6242), Business Analytics Programming (ECON 5208), Business Forecasting (ECON 6430), and Finance (FINC 6532).

Given the evolving nature of the accounting profession and the increasing demand for graduates with advanced technical skills, modifying the name and CIP code for the program is crucial. We have consulted with the University System of Georgia (USG) on the details of this modification, ensuring that we are following the correct procedures and meeting all requirements. Under their guidance, they have recommended modifying the program name to “Master of Professional Accounting in Data Analytics.” Therefore, we respectfully request approval to initiate the name and CIP code change for the program to reflect better its growing emphasis on data analytics, technology, and STEM-related skills.

2) [Masters in Professional Accountancy \(MPAcc\) in Data Analytics](#)

Graduate Revise Program Request

Rationale: Same as item A.1., above.

3) [Strategic Cybersecurity and Information Management, M.S.](#)

Graduate Revise Program Request

Rationale: The original structure of the MS in Strategic Cybersecurity and Information Management requires 10 courses plus one pre-requisite. There are no electives. The program does not offer flexibility for students or allow for a Spring or Summer start. We are proposing the following changes to remove barriers to entry and make the program more accessible to students who do not have a technology-related degree. 1. Remove 5500 and 5600 from the core and replace these two core classes with electives. This will create a program with 8 core classes and 2 electives. 2. Promote 5500 and 5600 as electives to students who want to complete the CISCO certifications. They must complete one undergraduate prerequisite (CISM 4333), start the program in the fall, and take 5500 and 5600 for their electives. 3. Remove the

"technology-related degree" requirement for admission. We hope these changes will remove barriers to entry and provide much-needed flexibility in the program.

6. Old Business

- a. None

7. New Business

A) Overview of Emergency Management on Campus and the LiveSafe App as a Resource (**Figure 2**) — Zale Lewallen, Emergency Management and Communication Center Manager, University Police Department

1) *Recently took over office of emergency management. Working this year on LiveSafe, Building Coordinator Program, and Campus Preparedness.*

i. *LiveSafe is an application designed to help faculty.*

1. *Faculty not using very frequently. Can scan QR code in the attachment to download immediately. Each colored tile does a different thing (refer to colors on attached slides).*

a. *For 911, will provide prompt to dial or text confidentially.*

b. *Panic alarm derives from Alyssa's law that states that a panic button is required to connect a direct line to police without having to say or type anything: tap twice if needed, police will arrive without needing to contact you. Needs to have location services activated, but does not give vertical location (only area, not floor). Police can text you through the panic button.*

c. *SafeWalk allows friends or others to passively watch footprints; if there is a three minute stop, provides option to contact police to send help. Do not need to be on campus, can be anywhere.*

d. *UWG map including buildings, bus stops, AEDs, etc.*

e. *Direct link to UWG Counseling Center webpage. Tile provides number.*

f. *Resources allows flexibility to put anything they want in this area. Contact Zale and additions can be provided.*

2. *On campus physical emergency buttons have been removed. In a ten year study, boxes were not utilized and also could be a hindrance because you have to wait for police to come to you.*
 3. *Trying to get cohesive departmental use. HRL (Housing and Residence Life) will have a tile so that students can communicate directly to resident advisors or other related departments.*
 4. *Can send videos, pictures, clips, etc. to assist police. Available and answered 24/7 all days of the year.*
 5. *Another possible application is "What Three Words." Designed by London police department: world as a grid, each grid given three specific words so that they can be provided to a 911 or police if you do not know exactly where you are or for confidentiality. Can also work between individuals, will walk you through a map to take you to the right location.*
- ii. *Building Coordinator Program.*
1. *Had not been updated since 2020. Part of preparedness planning: assigns one person as the coordinator or building manager that is the point of contact for emergency management. Coordinate management plans specifically for your building and create continuity of operations plan. Will also coordinate services to keep working if need to be moved. Faculty should find out who this individual is for their building. Includes ADA considerations. Reach out to Zale or Chair for information or your contact individuals.*
- iii. *Campus Preparedness. Including training exercises with police, will begin working with departments to help make aware of what is being done.*
1. *Phases of management on slide. Goal to mitigate vulnerability. Events are known (like athletic games), incidents are spontaneous.*
 2. *Training can be provided to departments based on needs.*
 3. *Tabletop exercises. New security system on campus where every door can be locked from the dispatch center (can get out, but not in). Working on live exercise this year to demonstrate. Let office know if would like to be involved.*

4. *National Incidence Management System (NIMS) so that all national systems are interoperable. Secure then work to recovery.*

iv. *Questions:*

- *Q: Are students using LiveSafe?*
- *A: Biggest use is SafeWalk, second is text to university police department.*

8. *Announcements*

9. *Adjourn*

a. *Adjourned at 2:36pm by Chair McLean.*

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

Figure 1: Approved Version

UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs

Many changes also need approval by the BOR, SACS, and/or specialized accreditors prior to implementation. This document only addresses the UWG internal approval process.

The Provost serves as the Chief Academic Officer for the Institution. As such, all changes to programs and courses need approval of the Provost. The Dean, serving under the Provost, serves as the Chief Academic Officer for the college or school of his or her appointment. It is the responsibility of both the Dean and members of the faculty to engage in improvements and innovations in pedagogy, curriculum, and programming in an effort to increase student learning. Many of these changes should flow naturally out of market conditions, environments, national norms, and data collected and analyzed through the assessment of student learning outcomes.

The process for new or modified academic programs and curriculum normally (but not exclusively) initiates within a college or school. As such, it is the responsibility of the Dean as the chief academic officer of the college or school to manage the curriculum creation/modification process within his/her area of appointment. Each college or school has the opportunity to define internal processes for the creation and modification of curriculum and academic programs, within the boundaries of UWG and BOR policy and procedures.

When the creation or modification of an academic program or curriculum is approved by the Dean, many changes should also be submitted for consideration by the faculty senate and its committees, while others should be reported directly to the Office of the Provost and Vice President for Academic Affairs.

The process of notification and approval for the creation/modification of academic programs and curriculum is outlined below:

1. The following are **actions items** by the Senate:

- Any changes to degree requirements within a college or across colleges
- Changes in semester credit hours for an existing course
- New academic programs and new courses (degrees, minors, certificates, etc....)
- Changes to a course level (i.e., changing from 3000 to 4000 level)
- Adding or removing a course from the Core Curriculum
- Changes to course prerequisites that span across colleges
- Modifying the requirements to complete an academic program, including adding or removing program electives
- New or modified concentrations or tracks within a degree program
- New or modified minors or embedded or stand-alone certificates
- Changes in whether (or how) credit for prior learning assessment can be given for a general education course

2. The following are **information items** for the Senate:

- Changes in admission standards for an academic program
- Suspending (deactivating) or eliminating (terminating) academic programs
- Offering an existing academic program more than 95% online
- Offering an approved academic program more than 50%, but less than 95% online

- Designation of service-learning courses (action item for Service Learning Committee)
 - New course topics for XIDS 1101, 2001, or 2002
3. The following are **reviewed by the Senate graduate and undergraduate programs** committees to assure quality of academic programs
- Comprehensive Program Reviews
 - Academic program learning outcome assessments
 - Undergraduate high-impact practice attribute designation requests for individual courses (UPC only)
4. The following are **not items considered** by the Senate and should be reported directly to office of the Provost:
- Modifications/additions/deletions to existing academic program learning outcomes
 - Offering less than 25% or 25-50% of an academic program at an off-site location or online (separate notifications for each change)
 - Minor modifications to courses including: course name, description, course learning outcomes, course deletions (with the exception of Core courses) and prerequisites within a college or school
 - Creation or modifications of assessment artifacts
 - Moving an approved course to online delivery
 - Changes in the number of times a course may be taken by a student
 - Minor modifications to academic degree programs and certificates, including changes to program / certificate name, CIP code, program /certificate description, and modifications / additions / deletions to program / certificate learning outcomes. Any changes to curriculum or degree requirements must be approved by the Faculty Senate and are not included in this process.

This document was approved by the Senate on March 9, 2012 and adopted by the president on May 9, 2012

Amended by the Senate on December 7, 2012 and approved by the president on March 20, 2013

Amended by the Senate on April 24, 2015 and approved by the president on June 15, 2015

Amended by the Senate on January 12, 2018 and approved by the president on January 30, 2018.

Amended by the Senate on June 10, 2022 and approved by the president on August 16, 2022.

Amended by the Senate on February 14, 2025.

**Proposed Changes to UWG Shared Governance Procedures for
Modifications to Academic Programs
February 5, 2025**

Reference with Proposed Revision: [UWG Shared Governance Procedures for Modifications to Academic Programs](#)

Proposal: Add the following language to Section 4--The following are not items considered by the Senate and should be reported directly to office of the Provost:

Minor modifications to academic degree programs and certificates, including changes to program / certificate name, CIP code, program /certificate description, and modifications / additions / deletions to program / certificate learning outcomes. Any changes to curriculum or degree requirements must be approved by the Faculty Senate and are not included in this process.

Currently, the review of modifications / additions / deletions to program learning outcomes is included in Section 4. This proposal requests that program name changes, CIP Code changes, and changes to program descriptions be added to the list of program changes that do not require Senate review / approval and can be processed by the office of the Provost after the college- or school-level review. Any program changes that involve revisions to program curriculum or degree requirements will continue to be reviewed and approved by either the Undergraduate Programs Committee (UPC) or the Graduate Program Committee (GPC) and the Faculty Senate. This proposal also clarifies that these approvals apply to both academic degrees and certificates.

Approval Process & Routing: Submission of these changes would be processed through Curriculog and would include the following approval levels / routing:

Originator
Catalog Review
SACSCOC / IEA Review
Graduate Dean (if graduate program)
Department Chair
College / School Curriculum Committee
College / School Dean
Provost
Registrar
Wolf Watch Update

If approved, two new Curriculog templates (Graduate and Undergraduate) would be generated to process these specific revisions:

Name Change
CIP Code Change
Change to Program / Certificate Description
Modifications / Additions / Deletions to Program or Certificate Learning Outcomes

Rationale: These types of program changes are either minor (do not involve curriculum or degree requirements) or—in the case of CIP Code changes—administrative. The University System of Georgia (USG) requires every degree and stand-alone certificate to be assigned a CIP Code. The [Classification of Instructional Programs](#) (CIP) is a taxonomic coding scheme of instructional programs. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions. The USG requires institutions to submit notification of changes to program and certificate names and CIP codes, but these changes do not require Board of Regents (BoR) approval. SACSCOC approval is not required for these changes.

The addition of minor program modifications parallels the process for course modifications in the Shared Governance document that routes “minor modifications to courses including: course name, description, course learning outcomes, course deletions (with the exception of Core courses) and prerequisites within a college or school” to the office of the Provost.

Figure 2

Emergency Management

A division of the University Police Department



Zale Lewallen M.E.d. B.S.
Office of Emergency Management &
Communications Division Manager
University Police Department
678-839-6026 office
910-478-7013 cell



EMA Projects:

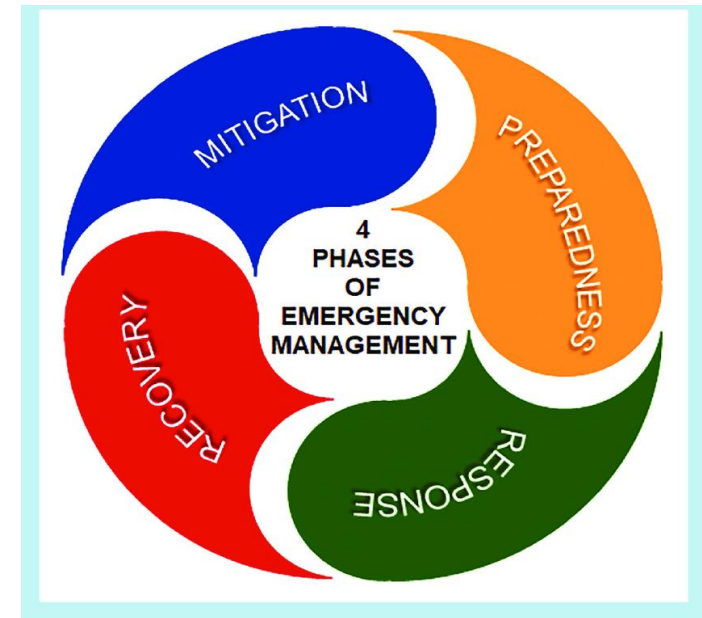


Vector LiveSafe

SafeWest project



Building Coordinator Program

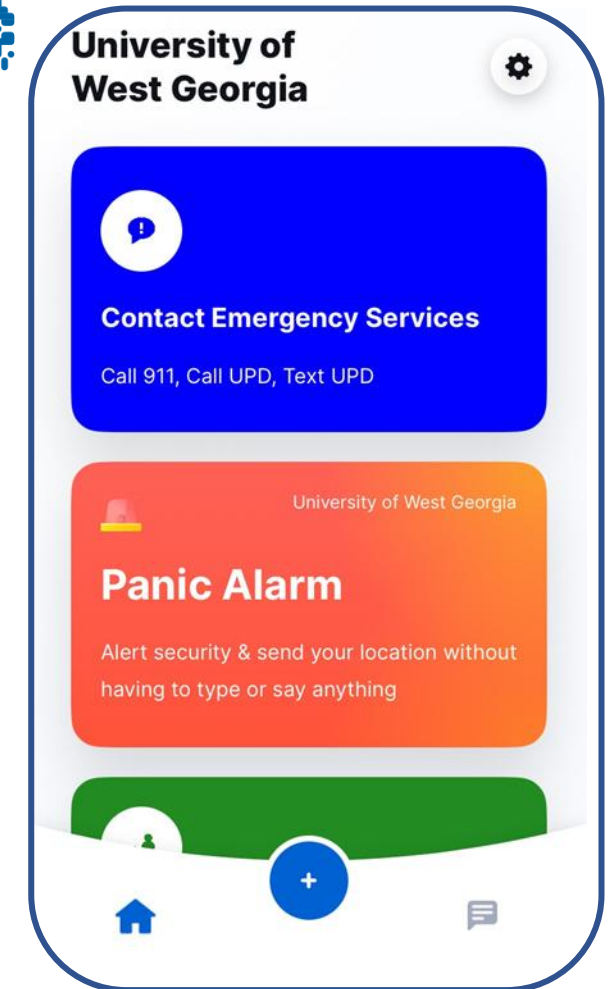


Campus Preparedness

LiveSafe is an app that UWG uses as a resource for anyone associated with the campus. Free to download on cell phones.



- The app has “tiles” which allow users to:
- **Contact Emergency services – call 911, call or text UPD 24/7 live answered.**
- **Initiate a panic alarm which alerts UPD of their location without having to type or talk for an immediate response.**
- **Use SafeWalk which is a virtual way for friends/family to monitor a users location while walking from one location to another in real time.**
- **Find things on campus by using the UWG Map tile including bus stops, buildings, and even AED’s.**
- **Find a direct link to the UWG Counseling Center’s webpage and contact information.**
- **Research additional information using the Resources tile like how to get a copy of a police report.**





- **Panic Button** – Alyssa’s Law requires schools to be equipped with silent panic alarms that are directly linked to law enforcement to aid in response time and communication.
- **Signage project** – Alongside Facilities Development & Sustainability Division the old yellow emergency call buttons have been replaced with LiveSafe signage.
- **Advertisement** – To enhance student/staff/faculty/visitor buy in EM has created flyers & posters to be strategically placed on campus.
- Cohesive **intradepartmental** use.

LIVESAFE ALL ACROSS CAMPUS

UWG IS PROVIDING A CONSISTENT MESSAGE PROMOTING THE USE OF THE LIVESAFE APP AS A RESOURCE FOR ALL OUR STAKEHOLDERS



KNOW WHAT TO DO IN AN EMERGENCY
SCAN THE QR CODE & DOWNLOAD THE LIVESAFE APP

SEVERE WEATHER:

- Postpone outdoor activities
- Seek shelter indoors
- Monitor the weather for local updates
- Wait for the "All-clear" LiveSafe notification

MEDICAL EMERGENCIES:

- Notify Emergency Services by using LiveSafe app or call 911
- Do not move victim unless necessary
- Stay outside outside to meet emergency responders
- Report injuries to your department

LAB ACCIDENTS:

- If able to do so, contain the spill
- Secure the lab if possible
- Evacuate the area
- Notify emergency services by using the LiveSafe app, dialing 911, or calling UPD at 678-839-6000
- DO NOT re-enter the lab until cleared

IN CASE OF FIRE:

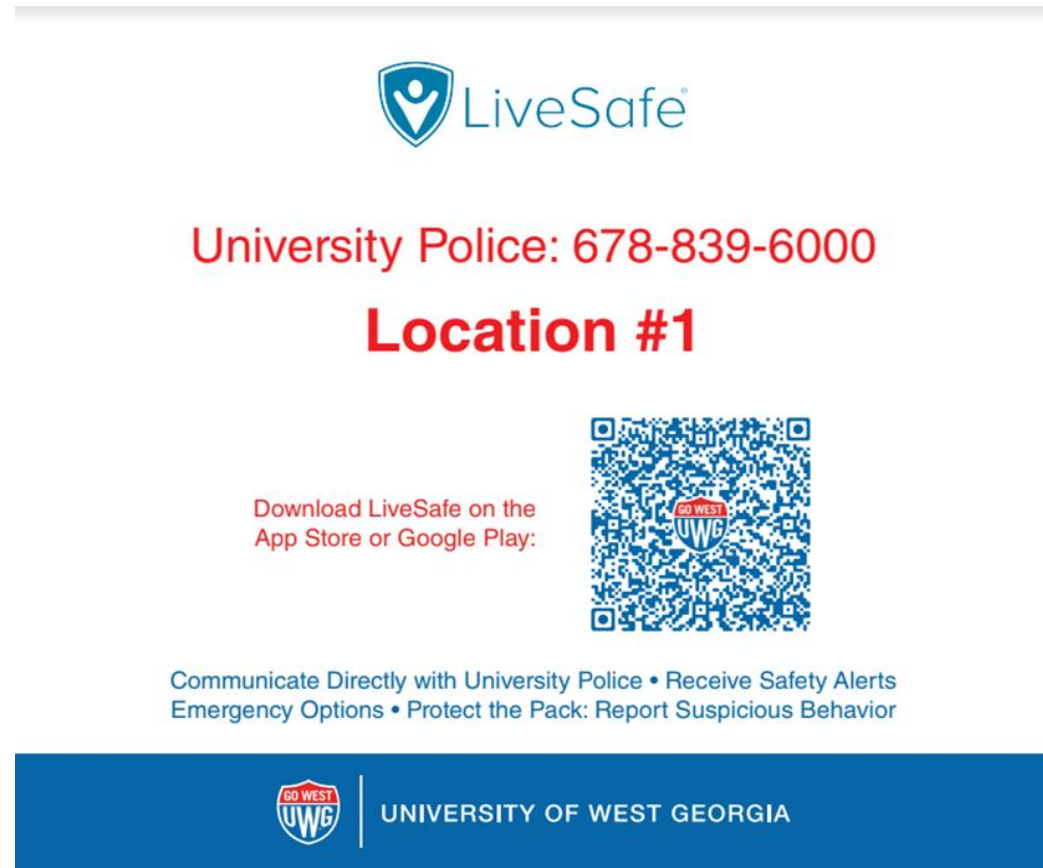
- Activate alarm
- Call the building using the stairs
- Notify emergency services by using the LiveSafe app, dialing 911, or calling UPD at 678-839-6000

ACTIVE SHOOTER:

- AVOID - If shooter location is known and you have a clear path to exit
- DENY - Lock & barricade doors, use available protectors, and reduce signs of people in the room
- DEFEND - As a last resort
- ACTIVATE PANIC BUTTON VIA THE LIVESAFE APP

UNIVERSITY OF WEST GEORGIA

Office of Emergency Management Signage in buildings




LiveSafe

University Police: 678-839-6000

Location #1

Download LiveSafe on the App Store or Google Play:

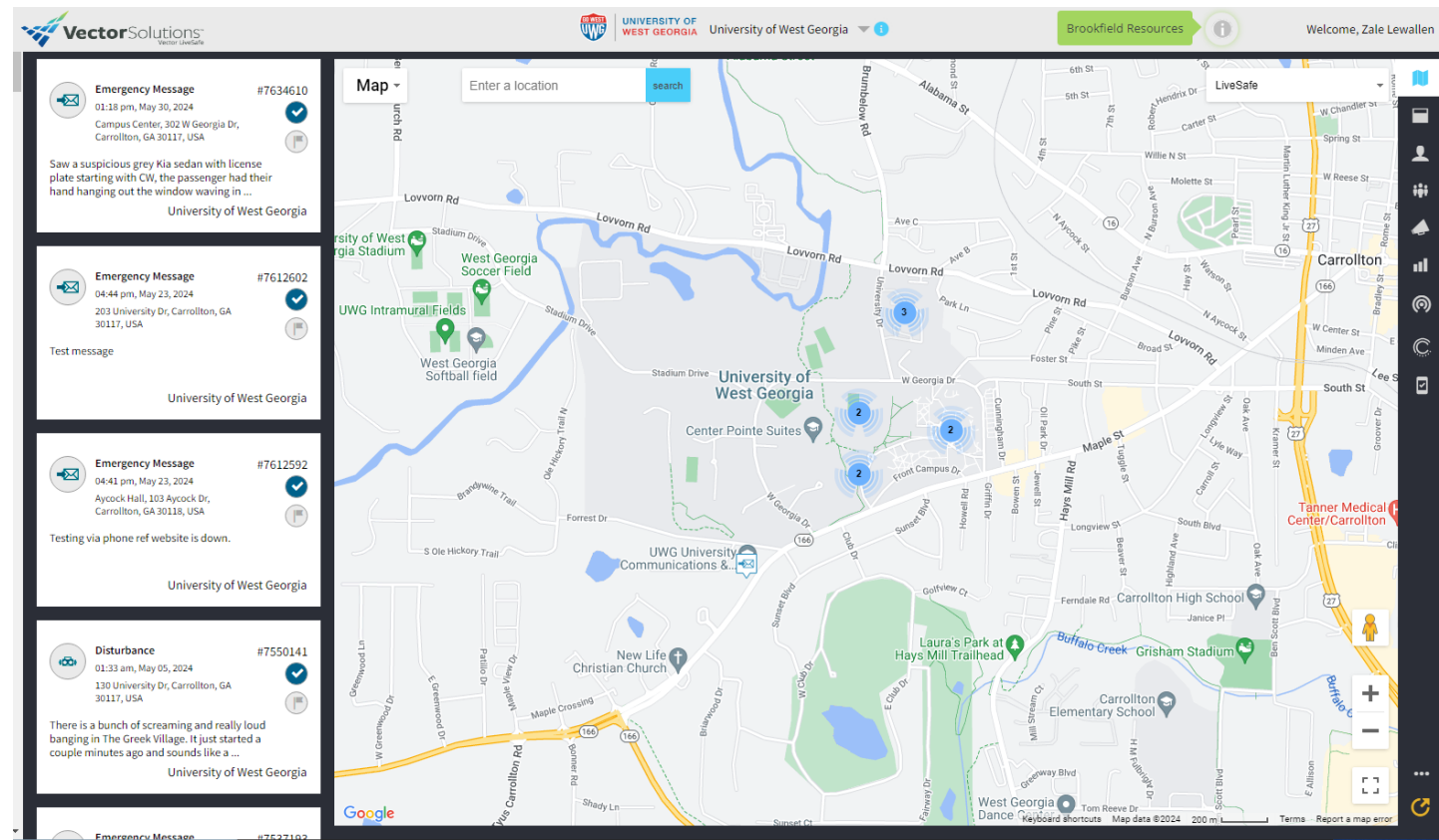


Communicate Directly with University Police • Receive Safety Alerts
Emergency Options • Protect the Pack: Report Suspicious Behavior

UNIVERSITY OF WEST GEORGIA

Signage replacing the building exterior emergency call buttons

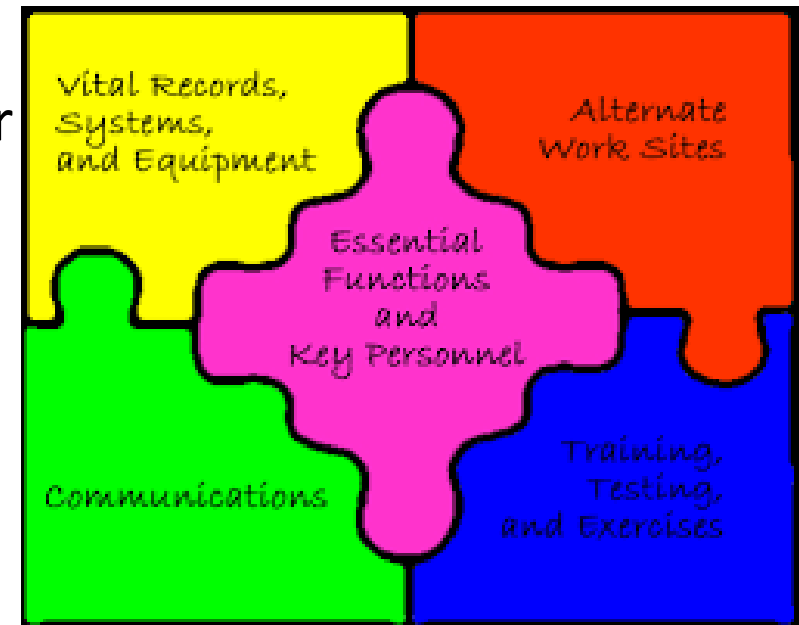
Intradepartmental options



- Creation of department specific tiles.
- HRL will have a tile created on the app
 - Students will be able to message HRL about a variety of non-emergency issues.
 - HRL staff will access the LiveSafe dashboard to respond to them, schedule fixes, etc.
 - HRL will only see their messages as dashboard access will be separated via tile privileges.

Building Co-Ordinator Program

- Hasn't been updated since 2020.
- Part of UWG preparedness planning
- Single building coordinator
 - Will meet with EM and create Continuity of Operations Plan (COOP) and Building Emergency Plan (BEP).
 - Will have evacuation site and check in system/site for accountability
 - Point of Contact for EM building needs and training requests

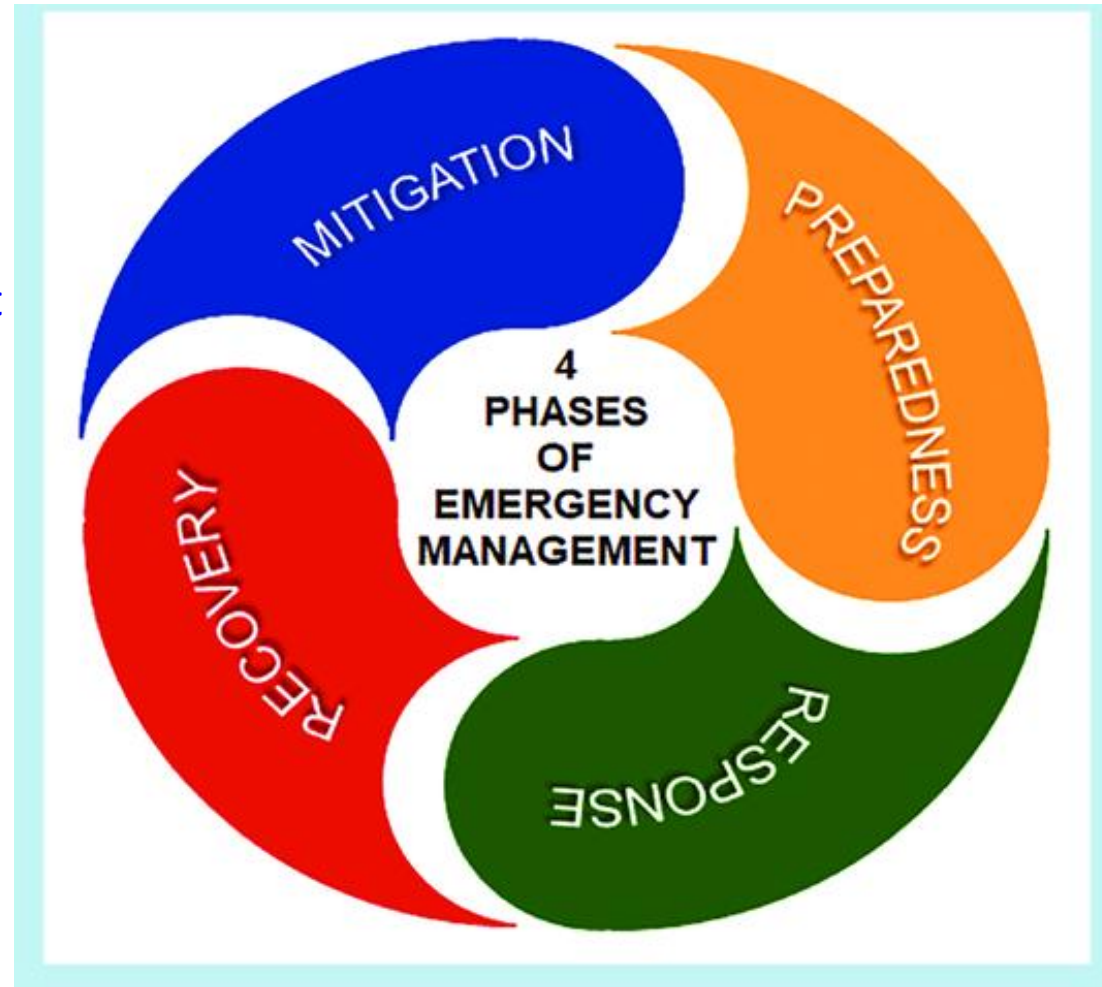


Emergency Management at UWG

Building Coordinator project

- Vulnerability assessment
- Public education

- Economic recovery
- Housing
- Infrastructure reconstruction
- COOP



CEMP, IAP, EAP by EM

- Emergency response plans
- S.I.F.T. Specific Incident Focused Training
- Training exercises
 - Tabletop
 - Full scale

Emergency Responders

- Incident management (Nims ICS)
- Protect life and property
- Initial assessment

Contact Info:

- Zale Lewallen
- 678-839-6026

- UPD
- 678-839-6000

- Carroll County 911
- 911 or 8-911



Live Safe app