Faculty Senate Meeting Minutes
January 19, 2024
Approved February 13, 2024

1. Call to Order

   The meeting was called to order by Chair Reber at 1:03pm.

2. Roll Call

   Present:

   Allen, Banford, Bellon, Boyd, Caramanica, Carmack, Cheng, Cuomo, Dahms, Edelman, Elias, Green, Griffin, Hadley, Hester, Khan, Koczaks, Lee (Gavin), Lee (Sungwoong), Maggiano, Mason, Matthews, McLean, Moon, Olivieri Parker, Phillips, Riker, Roberts, Seong, Sheppard, Shin, Swift, Talbot, Waters, Wei, Yarbrough (for Morales)
   Absent:
   Brandenburg, Council, Davis, Dutt, Hampton, Janzen, Jara-Pazmino, Perry, Rollins, Sykes, Weber, Wentz, Wofford, Yang

3. Minutes

   A) The December 1, 2023 Faculty Senate Meeting Minutes were approved electronically on January 17, 2024.

4. Administrator Reports

   A) President (**Figure 1**)

   President Kelly was unable to attend in person, but sent his comments via the attached Figure 1.

   B) Provost

   - *Promotion and Tenure process is ongoing and will be turned over to President Kelly with Dr. Preston's recommendation. Impressed with the diversity of scholarship. Excellence is clear both within and outside of the classroom. Sent an email to Deans yesterday to encourage updating faculty portfolio websites. Goal to make sure by March first that websites reflect the work that faculty are doing. Good timing for the SACSCOC onsite visit for reaffirmation for accreditation. Rehearsal visit in progress*

for February first and second: if you have been invited and have a conflict, let Dr. Preston know. Showcase full compliance with all standards.

- *Third floor of the library: current renovation is complete and the space improves opportunity for connection for faculty and students. Will continue to be expanded, library curates content on that floor regularly.*

- *Mathematics Computing and Science and Mental Health and Wellness working groups. Received feedback and reports last month and this will be shared with faculty. Phase two is tactical ways to structure for success. Idea of clusters and centers came up: working across interdisciplinary connections to move the needle meaningfully on key areas. Generative AI is one area that may be addressed in terms of technological impact in the classroom in the new college. Working group feedback is not final, it is part of a continuing process. The Provost is open to additional feedback.*

- *Low producing programs. Deans are charged every year with the examination of programs. USG requires minimum of 10 graduates for undergraduate, graduate-level is 5, doctoral is 3 per year. Academic roadmap is also submitted each year. Twelve programs are on the at-risk list. Faculty need to evolve or eliminate programs to ensure efficient use of resources. Sustained decline signals need to address: Deans have been charged with discussing how to move forward with goal of accountability to Chancellor. Plan must be in place. Can address specific questions with faculty to help meet standards. System office has also talked informally about raising minimums, but it has not been implemented. Consolidation of offerings across USG is critical. Some programs have gotten creative around combining forces: UC and DCEPS are good examples. Not just a numbers game: health and vitality in terms of student experiences. Also, resource management.*

- *Legislative session is active right now. Preliminary positive news regarding the budget. Continued COLA adjustments and investments in infrastructure. Budget is not final.*

- *Questions:*
    - *Q: What will the process be to determine how to consolidate programs within the system and will faculty be involved in terms of input.*

- A: First step is to take existing programs and see what they can be: if this is not possible then a teach out plan must go into place. Perhaps create clearinghouse of options for students if they are not admitted into one university they may be offered a place at another institution, for example. Not a defined process. Two to three year plan.
- Discussion: recommendation for clearinghouse option for both students and faculty. Who makes decisions? Academic Affairs or units?
- Provost: Contracts are offered by the USG. In terms of resource allocation, it is a continual process. Accountable to resources. Undergraduate level is flat and graduate enrollment is up: these are positive, but there is a two year lag to consider. We have made tough decisions, but we are moving in the right direction. Faculty and staff lines are not held within departments or colleges: dollars are in flux across the institution. Specific to programs that have not meant the standard for many years.

- Q: Will there be subsequent listening sessions regarding new college and school?
  - A: Was scheduled for the inclement weather day this week: will be rescheduled for next week. Schedule will be advertised in a focused way, both specific units and general. Arts, Humanities, and Social Sciences group is creating a listening group, phase one, starting this month.
- Q: Any updates on Microsoft migration?
  - A: Pilot scheduled for next few months. More details to come.
- Dr. Reber gave thanks for Dr. Preston's listening group on space from December 12th meeting. Discussion is ongoing. A survey will also be sent out to determine faculty openness to space solutions. Dr. Preston noted that this also transcends space and is an example of largescale resource use,

> *not just faculty space. Compensation, travel, and resources/investments in people important considerations.*

5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

1) General Information Updates

- *Faculty were reminded of Senate taskforces, refer to Newsletter for more information. Faculty can still sign up if they would like to serve. Tasks will need to be worked on this semester. Leader or leaders will need to be determined within the groups. Will make recommendations as a result of this work.*

2) Committee Chair General Updates

- *Budget committee will be meeting this coming Tuesday: will discuss governor's budget. Dr. Reber noted that anyone is welcome to attend if you are a senator on another committee. Contact us directly and refer to website.*

- *FITC: Appropriate use of AI is being discussed and a preliminary document was generated with the help of Dr. Akins. Strong representation from faculty and students. There are some classes on artificial intelligence and best practices on CITI. Bylnne Olivieri Parker and IFE have created resources that are available to faculty and students.*

- *TLA: Also going to address AI. Wrapping up surveys for faculty and students to gauge pre-existing knowledge on software and hardware, needs that they perceive, familiarity of what is extant on campus. How accessible are technology hubs, could they be shared, etc.?*

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

Action Items:

All action items below were voted on as a block and were approved unanimously.

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.

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.

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.

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.

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 modifies the hours.

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.

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.

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.

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).

   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 in situations when department-specific courses do not apply. 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.

      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.

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.

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.

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.

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.

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.

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.

Committee II: Graduate Programs Committee (Georgia Evans, Chair)

Action Items:

All action items below were voted on as a block and were approved unanimously.

A) Richards College of Business

1) CISM-5333-Fundamentals of Computer Networks

Request: New Course

This course will be cross-listed with CISM 4333. It will serve as an introductory course for students with little networking experience who wish to pursue the M.S. in Cybersecurity.

2) CISM-5470 Cyberwarfare, Cybercrime, and Digital

Request: Course Revision

This course needs to change from CISM 6470 to CISM 5470. We planned to cross-list this course with CISM 4470 (new course). Our understanding is that you can only cross-list 4000-level courses with 5000-level courses.

3) Combined Master of Professional Accounting, MPAcc & Master of Business Administration, MBA

Request: Revise Program

Removed GMAT requirement to be consistent with MBA program and to encourage more international students. All changes will reduce barriers to admission.

4) Master of Professional Accounting, MPAcc

Request: Revise Program

Removed GMAT requirement to be consistent with MBA program and to encourage more international students. All changes will reduce barriers to admission.

B) College of Education

1) ECED – 6111 – Intro to Elementary Field Experience

Request: New Course

This course is developed specifically for the new MAT in Elementary Education program. Candidates are required to engage in developmental and sequential practicum experiences throughout their program. Content and pedagogical practices embedded throughout this course will afford students opportunities to master the program's learning objectives.

2) ECED – 6249 – Seminar for P-5 Teachers

Request: Revise Course

This course has been redesigned to complete a comprehensive portfolio. Students will complete the items in the portfolio in the other program courses and will put them together during their last semester in this course. Because of this, there is no reason to have this course be a part of a faculty member's load. Program coordinator will monitor and organize the course.

3) ECED – 6258 – Teaching Social Studies and Literacy

Request: New Course

This course is designed for M.A.T. students entering elementary teacher education from other fields. The course investigates the methodology, trends, and issues in social studies education, prepares students to effectively plan lessons by selecting responsive and critical thinking resources, and teaches students to analyze practices, policies, and current events in literacy and social studies education. By focusing on these essentials, candidates will be better equipped to support student's ability to apply their understanding of interdisciplinary social studies and literacy concepts and processes.

The course objectives prioritize instructional strategies that promote inquiry, reflective, and critical thinking methods for applying social studies content and knowledge. This emphasis will help prepare candidates to create engaging classroom environments that foster hands-on learning of social studies and literacy concepts. By developing skills to create and use a variety of assessments, candidates will be able to plan for scientific instruction that supports the unique needs of diverse learners, including students with special needs and those from various cultural and linguistic backgrounds.

4) ECED – 6259 – Teaching Science & Literacy

Request: New Course

This course is designed for M.A.T. students entering elementary teacher education from other fields. The course investigates the methodology, trends, and issues in science education, prepares students to effectively plan lessons by selecting responsive and critical thinking resources, and teaches students to analyze practices, policies, and current events in literacy and science education. By focusing on these essentials, candidates will be better equipped to support student's ability to apply their understanding of science concepts and processes.

The course objectives prioritize instructional strategies that promote inquiry, reflective, and critical thinking methods for applying science skills, attitudes, and knowledge. This emphasis will help prepare candidates to create engaging classroom environments that foster hands-on learning of scientific concepts. By developing skills to create and use a variety of assessments, candidates will be able to plan for

scientific instruction that supports the unique needs of diverse learners, including students with special needs and those from various cultural and linguistic backgrounds.

5) ECED – 6260 – Classroom Management

Request: New Course

This course is designed for M.A.T. students entering elementary teacher education from other fields. The course supports using research-based approaches to prevent and address disruptive classroom behaviors through implementing foundational classroom management practices. Candidates can effectively manage classroom behaviors by focusing on understanding the phases of the acting-out cycle and effectively responding to behaviors at each stage.

The course objectives prioritize strategies that promote positive classroom behaviors, minimize disruptions related to negative behaviors, and support equitable classroom management practices. This emphasis will help prepare candidates to create positive, supportive classroom environments. By developing skills to understand how to respond appropriately to students in different phases of the acting out cycle, candidates will be able to address negative behaviors and utilize positive classroom management strategies to promote student learning.

6) ECED – 6263 – Teaching Elementary Mathematics 1

Request: New Course

The course is designed for M.A.T. students entering elementary teacher education from other fields. The course supports elementary math's foundational skills, focusing on content, concepts, and procedures addressing the mathematical domain of numerical reasoning related to whole-number, base-ten operations, patterning, and algebraic reasoning through mathematics tasks. By focusing on these essentials, candidates will be better equipped to support student's ability to construct mathematical knowledge and apply their understanding of math concepts and procedures.

The course objectives prioritize instructional strategies that promote the application of learning through the use of problem-solving, task selection and implementation, meaningful discourse, questioning, productive struggle, and student thinking. This

emphasis will help prepare candidates to create engaging classroom environments that foster hands-on learning of math concepts. By developing skills to create and use a variety of assessments, candidates will be able to plan for mathematical instruction that supports the unique needs of diverse learners, including students with special needs and those from various cultural and linguistic backgrounds.

7) ECED – 6266 – Teaching Elementary Mathematics II & Practicum

Request: New Course

This course is designed for M.A.T. students entering elementary teacher education from other fields. The course supports elementary math's foundational skills, focusing on content, concepts, and procedures addressing the mathematical domain of numerical reasoning related to integers, fraction operations, measurement, data reasoning, geometry, and spatial reasoning. By focusing on these essentials, candidates will be better equipped to support student's ability to construct mathematical knowledge and apply their understanding of math concepts and procedures.

The course objectives prioritize instructional strategies that promote the application of learning through the use of problem-solving, task selection and implementation, meaningful discourse, questioning, productive struggle, and student thinking. This emphasis will help prepare candidates to create engaging classroom environments that foster hands-on learning of math concepts. By developing skills to create and use a variety of assessments, candidates will be able to plan for mathematical instruction that supports the unique needs of diverse learners, including students with special needs and those from various cultural and linguistic backgrounds.

8) ECED – 6289 – Elementary MAT Seminar & Comprehensive Exam

Request: New Course

This course is designed for M.A.T. students entering elementary teacher education from other fields. The course provides an opportunity for students to critically reflect on issues, topics, materials, and skills appropriate to their professional development and teaching experience during their internship. The course will serve as a capstone experience for satisfying the exit requirements of the program.

9) ECED – 6291 – Internship

Request: New Course

This course is designed for M.A.T. students entering elementary teacher education from other fields. The course provides an opportunity for students to teach full-time for one semester in an elementary level (PK-5) public school including two full weeks of leading all instruction. Students are expected to participate in general faculty duties and professional activities.

10) [Elementary Education, M. Ed](#)

Request: Revise Program

The USG has recommended that Master degrees be no more than 30 credit hours. This program update is to address that recommendation and take the program from 36 credit hours to 30 credit hours. We addressed this by making our comprehensive portfolio course zero credits because students will complete each task in another program course, which will provide them feedback from faculty prior to the course. We are also decreasing the research section to three credits from six credits and giving students an option between two research courses. Finally, we are including 6 credits for electives. The purpose of these credits are to allow students to begin work on a certification or endorsement that they can finish in the Elementary EdS program or explore education courses that they feel will best benefit them. We also removed ECED 7261 from #3 under professional specialization as we no longer offer that course because those topics are now covered in READ courses.

11) [Teacher Education, MAT, Concentration in Elementary Education](#)

Request: Revise Program

We propose adding a new concentration to our existing Master of Arts in Teaching: Teacher Education degree program. The new concentration would be Elementary Education. The concentration would be 39 credit hours and requires at least four semesters (fall-spring-summer-fall) for students to complete. This program would be 100% online, and we anticipate most of our students to be employed as provisional teachers as they complete the coursework.

The MAT with a concentration in Elementary Education has been developed to help address the teacher shortage in Georgia. We reviewed these sources:

- According to GAfutures (Georgia Student Finance Commission), there are a projected 2,320 annual job openings for elementary school teachers. In FY 2022, the GaPSC recorded 1615 program completers in elementary education.

- The National Conference of State Legislatures has published a data dashboard demonstrating Georgia's content and grade level shortages.

- Schoolaroo.com has an interactive map that shows Georgia as having approximately 11 teachers for every 1,000 people in the state population. According to these data, Georgia ranks 16th in the nation for teacher shortages.

- Teachershortages.com shows that Georgia had 3,112 teacher vacancies and 5,220 underqualified teachers in 2019-2020.

- According to data from the Governor's Office of Student Achievement, in 2021, there were 4,350 teachers in Georgia teaching grades K-12 on an emergency provisional waiver. In Carroll County, Carrollton City, Haralson County, Bremen City, Douglas County, & Coweta County, there were 57 teachers in elementary schools on a provisional certification in 2021-2022.

- The Georgia DOE's Educator Pipeline Dashboard shows that in the West Georgia RESA district, which covers Carroll County, there are 683 teachers with more than 25 years of teaching experience. These teachers will be retiring soon.

- Currently, there are 1,672 people enrolled in an Elementary Education Certification Pathway in Georgia (127 in the West Georgia RESA). The supply of new teachers has declined by 14% in the past four years.

- Of the 1,672 elementary education teachers enrolled in certification pathways, 1,502 are enrolled in a traditional pathway. The MAT in Elementary Education is considered a traditional pathway.

The proposed 39-credit hour program is in line with other USG institutions with an MAT in Elementary P-5 Education:

Georgia Southern: 45 credit hours

UGA: 51 credit hours

Augusta University: 39 credit hours

Columbus State: 49-65 credit hours

Georgia State: 55 credit hours

KSU does not have an MAT in Elementary Education, so it is not included in the comparison.

We also looked at these private institutions and online programs with a MAT in Elementary P-5 Education:

- Brenau University: 57-60 credit hours
- Mercer University: 37-46 credit hours
- Piedmont University: 48 credit hours
- Reinhardt University: 48 credit hours
- Thomas University: 48 credit hours
- Grand Canyon University: 47 credit hours (MEd in Elementary Education with Initial Certification)
- University of Phoenix: 45 credit hours
- Liberty University: 36 credit hours
- Walden University: 70 quarter credit hours (approximately 47 semester credit hours)

12) [Teacher Education, MAT, Concentration in Special Education: Adapted Curriculum, General Curriculum](#)

Request: Revise Program

The proposed reduction in credit hours for the MAT in Special Education program is a strategic endeavor to enhance the program's competitiveness, relevance, and place in the educational landscape. By streamlining the curriculum from 33 to 30 hours, we are responding to the evolving needs of the field and the expectations of prospective students who are increasingly seeking more efficient pathways to certification. The integration of a practicum into the initial methods course is a deliberate move to infuse practical and authentic learning experiences early in the program, thereby increasing its applicability and alignment with real-world teaching demands.

Moreover, the incorporation of instructional technology standards into the special education collaboration course leverages the course's current use of technology in collaborative educational settings. The requirement for all MAT students to pursue the Reading Concentration, aimed at mastering the science of reading, reflects our commitment to literacy excellence, despite limiting concentration options. This change, however, ensures depth and specialization in a critical area of education. Lastly, the elimination of the overlapping special education introductory SPED 6706 course exemplifies our commitment to curriculum efficiency, preventing redundancy and reinforcing our dedication to providing a robust, focused educational experience that aligns with the latest academic and professional standards in special education.

13) Read – 6263 – Reading Instruction & Assessment II (3-5)

Request: New Course

The course is designed for M.A.T. candidates entering teacher education from other fields. The course description and student learning outcomes emphasize critical literacy skills, including word analysis and recognition, vocabulary development, and comprehension, along with the development of speaking and listening skills for upper elementary students. The course focuses on assessment and evaluation, equipping candidates with the skills to identify and address students' reading strengths and weaknesses to provide effective instruction and intervention.

The course has been created to build upon the skills and concepts covered in READ 6262: Reading Instruction and Assessment I (PK-2). Both READ 6262 and 6263 are aligned with the latest Georgia Professional Standards Commission (GaPSC) standards for Foundations of Reading, which focus on structured literacy and the science of teaching reading. Aligning the course with the GaPSC standards ensures candidates are better prepared to address the literacy needs of their students and implement evidence-based instructional approaches and assessments. By designing the course to meet GaPSC standards, we are equipping our candidates with the most current and effective evidence-based practices and strategies in reading instruction to support the different literacy needs of their students and ensure all children have the opportunity to develop strong literacy skills.

14) EDLE 7000- Principal of Instructional Leadership

Request: New Course

This course replaces EDLE 6312 Principles of Instructional Leadership. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

15) EDLE 7100- School Law, Policy, and Ethics

Request: New Course

This course replaces EDLE 6316 School Law, Policy, and Ethics. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

16) EDLE 7200- Using Data to Improve the School

Request: New Course

This course replaces EDLE 6341 Using Data to Improve the School. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

17) EDLE 7300- School Operations for Student Learning

Request: New Course

This course replaces EDLE 6329 School Operations for Student Learning. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

18) EDLE 7400- Leadership for Student Learning

Request: New Course

This course replaces EDLE 6327 Leadership for Student Learning. The course is taught at a post master's degree level so the 7000 level course number is more

appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

Leadership for Student Learning (EDLE 7400) has been updated to comply with the Georgia Professional Standards Commission's new Foundations of Reading, Literacy, and Language rule (505-3-.03). This rule sets the standards for programs training teachers and educational leaders in P-12 schools. The revisions ensure course objectives and content align with current research and best practices in literacy and reading education, equipping future teachers and school leaders to support P-12 literacy. This course is part of a leadership preparation program that focuses on awareness—rather than full demonstration of proficiency—of the new GaPSC standards. Candidates in this program are expected to understand the basic principles of teaching reading, and supporting literacy instruction in P-12 students.

19) EDLE 7500- School & Community Engagement

Request: New Course

This course replaces EDLE 7312 Schools and Community Engagement. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

20) Instructional Technology, Media & Design, Ed.S. Concentrations in Instructional Technology, School Library & Media

Request: Revise Program

The Ed.S. of Instructional Technology, Media, and Design (ITMD) has two concentrations: (1) School Library Media, and (2) Instructional Technology. The Instructional Technology concentration has two tracks: (a) IT Certification and (b) General. The current proposal seeks changes to all three ITMD program sheets:

    –Concentration: School Library Media

    –Concentration: Instructional Technology; Track: IT Certification

    –Concentration: Instructional Technology; Track: General

In response to needs identified in the field of School Library Media (SLM), program faculty have deemed two courses as appropriate for addition to the program sheet for the Ed.S. of ITMD (Concentration: School Library Media). This change will provide two additional electives for EdS SLM students to choose from. These are the elective courses:

   –READ 7267: Diversity and Equity in Children's and Young Adult Literature
   –MEDT 7498: Design and Development of Maker-centered Instruction (proposed
   10/18/23) To view the proposed changes, please see the current and proposed
   program sheets in the document named as follows: –ProgSheets_EdS_SLM_Conc_
In response to needs identified in the field of instructional design and technology and from students and K-12 partners, program faculty have developed two new courses to serve as electives in the Ed.S. (Concentration: Instructional Technology: Tracks: Both). These are the elective courses:

   –MEDT 7497: Extended Reality for Learning (proposed 10/18/23)
   –MEDT 7498: Design and Development of Maker-centered Instruction (proposed
   10/18/23) In this proposal, we are requesting that these two courses be added to our
   two Instructional Technology program sheets. To view these changes, please see
   both the current and the proposed program sheets in documents named thusly: –
   ProgSheets_EdS_IT_Conc_IT-Cert-Track_ –ProgSheets_EdS_IT_Conc_General-
   Track_

21) [Instructional Technology, Media & Design, M. Ed. Concentrations in Instructional Technology, School Library & Media](#)

Request: Revise Program

   In response to needs identified in the field of instructional design and technology and from students and K-12 partners, program faculty have developed two new courses to serve as electives in the M.Ed. IT Concentration. These are the elective courses:
   MEDT 7497: Extended Reality for Learning (proposed 10/18/23)
   MEDT 7498: Design and Development of Maker-centered Instruction (proposed
   10/18/23) In this proposal, we are requesting that these two courses be added to our
   program sheet. To view these changes, please see both the current and the proposed

program sheets in a combined document called ProgramSheets_MEd_IT_Conc_10.24.23.docx.

Program faculty have determined the course CURR 6575: Curriculum Trends and Issues should be removed from the Education Core but included as an Elective option. This change will give students an opportunity to develop instructional technology, media, and design skills in more specific areas they deem relevant to their situation. They will be able to take one less education core class that is not required and take an elective in its place.

In the proposed program sheet, you will notice CURR 6575 has been removed from the Education Core, and it has been placed in a new Electives section, along with several other elective course options. To view these changes, please see both the current and the proposed program sheets in a combined document called ProgramSheets_MEd_SLM_Conc_10.24.23.docx.

22) MEDT 7497- Extended Reality for Learning

Request: New Course

In recent reviews of elective course options for M.Ed. and Ed.S. programs, instructional technology program faculty agree that the development of this course fills an identified need. Graduate students in instructional technology, media, and design have indicated a high level of interest in the emerging technologies of augmented, mixed, and virtual reality, as these tools are increasingly used to facilitate and enhance learning in K-12 schools. In addition, this course aligns with 12 of the Georgia Instructional Technology Standards.

23) MEDT 7498- Design and Development of Maker-Centered Instruction

Request: New Course

In recent reviews of elective options for M.Ed. and Ed.S. programs, instructional technology program faculty agree that the development of this course fills an identified need for additional elective offerings--for both our instructional technology-focused candidates as well as our school library media candidates. This course has been taught for several years through our program area's special topics course (i.e., MEDT 7485), and it has been highly-enrolled and well-received among candidates.

24) [Pedagogy Only Teaching Certificate for Secondary Education](#)

Request: Delete Program

This non-degree program has low enrollment (<5) and is only 6 credits less than the much more popular MAT route. It is not feasible for us to continue putting resources into a program that does not benefit students or have high enrollment.

25) [Post-Baccalaureate Certificate for Data Analysis & Evaluation Methods](#)

Request: Revise Program

The course EDLE 6341 Using Data to Improve the Schools addresses the same topics as the course EDRS 6341 Using Data to Improve the School, which is already included in the program of study as an approved research methods course. The course EDLE 6341 Using Data to Improve the Schools can serve as a research course for students who are also enrolled in educational leadership programs.

26) [Post-Baccalaureate Certificate in Designing with Emerging Learning Technologies](#)

Request: New Program

In reviews of elective options for M.Ed. and Ed.S. programs, instructional technology program faculty have developed courses to address the identified need for enhancing graduate students' (who are predominantly in-service P-12 teachers and school librarians) knowledge, skills, and abilities with the application of emerging technologies (e.g., augmented, mixed, and virtual reality; design and implementation of maker spaces; applications of computational thinking), as these competencies are increasingly in demand in Georgia schools. The College of Education's Innovations Lab features many technologies our students will explore through this program. This certificate is an excellent means of professional development for P-12 educators and designers.

27) [Post-Baccalaureate Certificate in Instructional Technology](#)

Request: New Program

The program being proposed (i.e., the Post-Baccalaureate Certificate in Instructional Technology) is based upon an existing certification program that has been offered since around 2013 (you may see the existing program here: https://catalog.westga.edu/preview_program.php?catoid=21&poid=3938&returnto=1 353).

Through the present proposal, the Post-Baccalaureate Certificate in Instructional Technology program will be devised as a certificate, a designation that will afford several benefits to students and program faculty:

(1) For students, this designation will provide them the ability to plan and monitor their progress using DegreeWorks (Wolf Watch). A stand-alone certificate in Instructional Technology will also provide students with recognition of completion of the program on the official transcript, and provide them with a UWG-earned certificate.

(2) For faculty advisors, this designation will support their efforts to provide advising support and monitoring to students (through DegreeWorks).

(3) For program faculty-administrators, the designation as a certificate will allow them to assess student learning outcomes using university resources like Xitracs.

(4) Finally, by devising this program as a graduate certificate, this program will be recognized on the Georgia Board of Regents Degrees and Majors Authorized list, and program administrators will have a clear accounting of the number of completers.

28) Professional Counseling, Ed.S.

Request: Revise Program

There are two program revisions within this proposal: (1) the replacement of one course within the core curriculum and (2) the minor revision of program-level SLOs. Neither proposed revision constitutes a major change to the overall focus of the program.

(1) Following review of program evaluation data and in consideration of the SLOs for the Ed.S. program, the program faculty have decided to remove CEPD 8184, Quantitative Analysis, from the plan of study and add CEPD 8153, Advanced Therapeutic Topics in Counseling. This change will not shift the focus of the program, as students will still complete one course in Mixed Methods Research (CEPD 8194) and one course in Designing Effective Programs (CEPD 8156). These two remaining courses allow the program faculty to continue to evaluate program effectiveness related to program level SLO numbers 1 and 2, which address

understanding research methods and applying knowledge of program evaluation to improve programming.

(2) The program SLOs have not been revised in some time and, in consideration of the current construction of the program, it was evident that SLO #1 needed to be removed. The program no longer provides advanced training in group counseling, as it did a number of years ago. Revisions to SLOs 2-6 (now 1-5) are minor and simply allow for more alignment to the fully online curriculum and improved use of Bloom's Taxonomy.

29) SPED 6766 – General Curriculum: Methods I with Practicum

Request: Revise Course

Course Name: The name needs to reflect the combined requirements of the lecture for the instructional methods component, as well as the embedded practicum. We are combining SPED 6766 with SPED 6792 to provide opportunities for authentic assessment and application of learned methodologies in actual classroom settings. This combination has a more practical application and allows the M.A.T. in Special Education - General Curriculum program to be reduced to a competitive 30 hour program in line with other institutions.

- Prerequisites: Remove SPED 6706. It is no longer required in the new 30 hour program. Add Educ.Field Experience Appl FE"
- Frequency: Only offered Fall and Spring due to embedded practicum requirement.
- Credit Hours: Needed to be adjusted to reflect the traditional course component and embedded practicum component (lab designation).
- Course Description: Revised to add the inclusion of the "science of reading" and add verbiage about the required embedded supervised practicum to apply learning.
- Learner Objectives: An objective was added to address the new Science of Reading standards. The Student Learning Outcomes for each undergraduate Special Education course are being aligned to the new Initial Teacher Preparation Standards that were developed by the Georgia Professional Standards Commission (GaPSC) and the Council for

Exceptional Children (CEC). Additionally, the course now embeds the first practicum (old SPED 6792) so two learner objectives were added to this course to account for the expectations of the embedded supervised practicum. Course Fee: Added course fee to cover student related expenditures for faculty travel to the student's practicum site and materials associated with the oversight and instruction of the student during the practicum.

30) SPED 6776 – Adapted Curriculum: Methods I with Practicum

Request: Revise Course

Course Title: The name needs to reflect the combined requirements of the lecture for the instructional methods component, as well as the embedded practicum. We are combining SPED 6776 with SPED 6792 to provide opportunities for authentic assessment and application of learned methodologies in actual classroom settings. This combination has a more practical application and allows the program to be reduced to a competitive 30 hour program in line with other institutions.

- Prerequisites: added 6709, Admission to Teacher Education TE, and Educ.Field Experience Appl FE to align with general curriculum (sister course) prerequisite requirements.
- Frequency: Only offered Fall and Spring due to embedded practicum requirement.
- Credit Hours: Needed to be adjusted to reflect the traditional course component and embedded practicum component (lab designation).
- Course Description: Revised to add the inclusion of the "science of reading" and add verbiage about the embedded supervised practicum to apply learning. Replaced "handicapping conditions" with exceptionalities for appropriateness.
- Learner Objectives: An objective was added to address the new Science of Reading standards. The Student Learning Outcomes for each undergraduate Special Education course are being aligned to the new Initial Teacher Preparation Standards that were developed by the Georgia Professional Standards Commission (GaPSC) and the Council for

Exceptional Children (CEC). Additionally, the course now embeds the first practicum (old SPED 6792) so two learner objectives were added to this course to account for the expectations of the embedded supervised practicum.

- Course Fee: Added course fee to cover student related expenditures for faculty travel to the student's practicum site and materials associated with the oversight and instruction of the student during the practicum.

31) SPED 7750 – Introduction to Applied Behavior Analysis

Request: New Course

The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, new courses are being added to align with the Behavior Analysis Certification Board (BACB) coursework requirements. This course fulfills the requirement for a stand-alone course in the basic principles of ABA.

32) SPED 7755 – Theoretical & Philosophical Foundations in Applied Behavior Analysis

Request: New Course

The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, new courses are being added to align with the Behavior Analysis Certification Board (BACB) coursework requirements. This course fulfills the requirement for a stand-alone course in the theoretical and philosophical foundations of ABA.

33) SPED 7768 – Ethical Practice & Professional Issues in Special Education and Behavior Analysis

Request: New Course

The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, existing courses are being updated to align with the Behavior Analysis Certification Board (BACB) requirements as well as newly revised CEC advanced preparation standards. As a part of this process SPED 6721 course is being revised to

include ethics requirements from the BACB. Courses within the ABA area of concentration require 7000 series numbering to allow for EdS and EdD candidates to access ABA courses as electives, as appropriate for their program of study. Thus, this course will replace SPED 6721.

34) SPED 7780 – Organizational Behavior Management & Supervision

Request: New Course

The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, existing courses are being updated to align with the Behavior Analysis Certification Board (BACB) requirements as well as newly revised CEC advanced preparation standards. As a part of this process a new course in Organizational Behavior Management & Supervision must be added to meet BACB requirements.

35) SPED 7791 – Introductory Experiential Learning in ABA: Practicum I

Request: New Course

The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, existing courses are being updated to align with the Behavior Analysis Certification Board (BACB) requirements for experiential learning in ABA. As a part of this process a new practicum course in ABA must be added to meet BACB requirements.

36) SPED 7792 – Advance Experiential Learning in ABA: Practicum II

Request: New Course

The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, existing courses are being updated to align with the Behavior Analysis Certification Board (BACB) requirements for experiential learning in ABA. As a part of this process a new practicum course in ABA must be added to meet BACB requirements.

37) SPED 8784 – Research Seminar

Request: Revise Course

The Department of Special Education seeks to revise the credit hour requirement for SPED 8784: Research Seminar. Modifying the credit hours from 4 hours to 3 hours will allow the program to meet the CEC Advanced Standard for Research and Inquiry criteria without increasing the total 27 credit hour program requirement. Additionally, the proposed revision will remove the prerequisite requirements of SPED 8704: Multicultural Issues in Education and SPED 8783: Reading in Research, as the program has been revised to remove the research series, and the prerequisite requirement is no longer necessary. The course description is being revised to reflect the new structure of the course.

38) Special Education Ed.S.

Request: Revise Program

The addition of a Tier One Leadership track will help us fulfill the demand from school districts to train more special educators for leadership positions. This new track will also provide a direct route for leadership recognition through the Georgia Professional Standards Commission. In light of the previous prerequisite's limited effectiveness, we have decided to eliminate the requirement of two three-credit hour courses for prospective students without a master's degree in special education. Potential students with master's degrees in other teaching fields have already passed their SPED content exams and possess relevant experience as special educators. To provide additional support for the small number of students who may need it, our program faculty will incorporate supplementary prerequisite information into various courses. Modifying the research series from three four-credit hour courses to one three credit hour course will allow us to meet the CEC Advanced Preparation Standard for Research and Inquiry while keeping our program competitive at 27 total credit hours.

39) Special Education M.ED.

Request: Revise Program

The Special Education Department is adding an Applied Behavior Analysis (ABA) area of concentration to the MED program to meet the local and statewide demand for teachers to have the knowledge and skills necessary to manage challenging student behaviors in the classroom. Currently, there is no online program for teachers that

prepares them to manage difficult student behaviors within a classroom setting which also provides the content and field experience necessary for them to go sit for the exam for them to become Board Certified Behavior Analysis BCBAs.

Information Items:

  A) Graduate Assistantships Review

    1) The GPC will meet on Wednesday, January 17, for the purpose of reviewing and providing input on Graduate Assistantship Applications.

Committee IV: Faculty Development Committee (Amy Cuomo, Chair)

Action Items (Figure 2)

Item below was approved unanimously.

  A) Proposed Change for the UWG Faculty Handbook to Post Tenure Review Section 104.0205.

    Copies of the documentation prepared and submitted for consideration by the faculty member at the time of each of these annual reviews. These should include but are not limited to syllabi for courses taught in the period under review, publications appearing during the period under review, evidence for committee service, and other relevant materials.

    Rationale: Applicants for Post Tenure review can interpret "documentation" as referring solely to annual faculty reports submitted to the chair and consequently fail to provide supporting documents in eDossier such as published papers and evidence for committee service. As a result, the PT committee can only rely on the annual chair evaluations to assess their performance. This change clarifies the types of documentation needed.

7. Old Business

  A) Chair-Elect Nomination.

    - *Dr. Reber's term ends in June. Welcomes nominations and self-nominations. Two nominees at this point, but happy to receive additional names.*

8. New Business

  A) Academic Integrity Breakout Sessions.

    - *Request from the Provost to the Executive Committee regarding policy for reporting academic dishonesty. Clear usage of AI is also of concern. Warrants taking time to discuss academic integrity here: how we understand it and how we should teach it to*

students to help them know what it means and how it is practiced. The Faculty Handbook states that when there is a case of suspected dishonesty, the instructor will communicate concerns to the student. After, the instructor should send a brief report and supporting documentation to the office of community standards. How often is this actually practiced? Need for consistency in due process. Language says "should" send a report, not "must." Case then becomes part of conduct record of student at UWG. Also reported to assistant or associate Dean. Student may appeal to department chair and regular appeals subcommittee of the faculty. Dr. Reber noted that the "should" versus "must" language should be clarified and the policy needs to be updated for consistent due process at faculty and administrative levels. Dr. Preston mentioned the need for faculty and students to not be pulled into a process unnecessarily: create culture and conversation to avoid unnecessary issues. Dr. Reber noted that inconsistency across instructors can be a point of confusion for students.

- *Discuss in groups:*
1) *Change of language from "should" to "must"?*
2) *Coordination with department chair and Dean to ensure due process.*
3) *Regular training annually for all faculty regarding due process.*
4) *Talk in general about academic integrity and the need for a clear sense of how to teach our students about this topic.*
- *Discussion:*
   - o *Culture of academic honesty needs to created that is clear to all students. There needs to be a balance between not policing everything, but definitely reporting if a student failed a class because of cheating.*
   - o *"Must" language may be too broad if violations are in large volumes. Faculty may need to consider assignment versus course in terms of impact. When is academic dishonesty triggered? Not citing as an example: learning moment versus grade consequence. May also need to depend on student's academic level (i.e. freshman undergraduate versus doctoral student).*

- *Training may need to be at the department level to determine overall trends and consequences. Need to track institutionally if there is serial behavior on the part of students. Second line of defense would be higher levels of administration. Consensus that training should not be generic compliance training. Transparency also needs to be provided to understand what OCS does with faculty reports. One faculty member reported that letters to students from OCS are "sternly worded" and provided instructions for student next steps. Faculty willingness to report may be directly related to how OCS handles cases. Does OCS track how effective their interventions are overall? Are numbers dropping or increasing? What training, knowledge, and skills are provided to OCS or do their members already have, particularly in regards to specific disciplines? Can faculty input and feedback be provided to OCS?*
- *Types of assignments, classroom settings, and level of autonomy can make a difference in terms of when/if students tend to cheat. Put responsibility on student by facilitating autonomy and personal responsibility. Make assignment descriptions and rubric specific to delineate when dishonesty can be suspected and the consequence. Need to determine causes or roots of why students perpetrate academic dishonesty. Faculty should adjust assignments once they discover how students tend to cheat to make it less possible. Faculty should have autonomy on case by case basis of how to handle minor dishonesty instances: flexibility.*
- *Page 20 of the Student Handbook discusses academic dishonesty and uses language that the instructor is "strongly encouraged" to report instances and range of penalties: supports instructor perspectives. Dean or chair could put discipline best practices out to faculty to help guide instruction and determination of academic dishonesty. Put language in syllabi. Should try and stay compliant with Student Handbook: current language for faculty seems to do this. Also question*

of consultation with administration versus full report and value in having learning opportunities for students.

- *Taskforce will be created to work on this issue. Faculty should promote teachable moments in regards to academic dishonesty to help build character and change behavior. Balance between compassion and consequences: there are variety of ways to help students learn and grow.*

9. Announcements

10. Adjourn

The meeting was adjourned by Chair Reber at 2:58pm.

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

Figure 1

Presidential Update to the
University of West Georgia Faculty Senate
Friday, Jan. 19, 2024

Members of the UWG Faculty Senate,

I am sorry that I am unable to meet with the Faculty Senate this week as I am traveling. I wanted to make certain that I shared a series of updates. A variety of items are shared with you below.

As we begin the Spring 2024 semester in earnest and embark on what will be a busy and exciting year, I appreciate everyone's effort, energy, and positive mindsets.

Sincerely,

Brendan B. Kelly, Ph.D.
President
University of West Georgia

I. A Change in Our Executive Leadership

As I shared with members of our university community last week, Dr. Russell Crutchfield has departed his position as UWG's administrative associate vice president and chief of staff to serve as chief operating officer in the Office of the Governor.

Dr. Crutchfield's commitment to UWG is exemplary, having made significant contributions to our university's operational efficiency and excellence, fostering a sense of belonging and connectedness, and advocating for our institution in a multitude of venues and contexts.

As we bid farewell to Dr. Crutchfield, I have named **Sarah Powell '13 '17**, a two-time alumna and seasoned member of our team, as our [new Chief of Staff and Assistant Vice President for Administration](). Please join me in congratulating Sarah on this promotion!

II. New Leadership
Over the past month, we have onboarded several key leaders who will help advance our strategic plan in their relevant areas of work. **[Raja Bhattacharya]()** has joined as the inaugural director of the Stone Center for Family Business, Entrepreneurship, and Innovation, and **[Dan Stephens]()** has been named Assistant Vice President for University Advancement and Chief Financial Officer of our UWG Foundations.

UWG Athletics has also named several new leaders in their area of our enterprise, with **[Mallory Sayre]()** joining us as head coach of Women's Soccer, **[Kimberly Miller]()** as associate athletics director for compliance, and new head football coach **[Joel Taylor]()** naming **[Mike Adams]()** as the team's defensive coordinator and **[Allen Tucker]()** as special teams coordinator.

Each of these leaders brings a wealth of experience, insightful perspective, and a positive mindset to their roles, and we are fortunate to have them alongside us as we serve students.

III. Wins in UWG Athletics

Our **UWG Cheerleading program** continues to be a national leader – and a prime example of excellence for our university community. Last weekend, the team demonstrated that commitment to excellence once again, with the Co-Ed squad bringing home the [program's 30th national championship]()!

Also, our basketball teams continue to achieve at a high level with records of 14-2 (Men's) and 10-6 (Women's). Join us in the Coliseum tomorrow as both teams face off against Montevallo at 2 p.m. (Women's) and 4 p.m. (Men's). **Make sure to wear _blue_ and [secure your $5 tickets]()** today using promo code _UWGFacultyStaff_!

IV. Commemorating Dr. Martin Luther King Jr. Day

Because of our proximity to the place where Dr. Martin Luther King Jr. was born, raised, and spent much of his life, we have a unique opportunity to honor and remember the man who

played a pivotal role in the American civil rights movement, and we take pride in our shared responsibility to uphold Dr. King's vision of a just and inclusive society.

As part of our university's commemoration of this important day in our nation, we offered several opportunities for our university community to engage, starting with more than 100 students, faculty, and staff joining me to march in the **Carroll County NAACP's 26th annual Dr. Martin Luther King Jr. Parade**. It was wonderful to see such a wide collection of faculty from across our institution who opted to be part of that collective effort!

Following that engagement, students participated in the annual day of service, and yesterday, we hosted our **15th annual MLK Celebration**, featuring student performances reflecting on the profound legacy and impact of MLK.

Dr. King's teachings of justice, equality, and nonviolent activism continue to resonate today. As we celebrate MLK Day each year, we recognize that the principles he stood for are not only part of our nation's history but also integral to our collective future.

Figure 2

Final Approved Version

104.0205 Documentation Required

Faculty undergoing post-tenure review or corrective post-tenure review must submit the post-tenure dossier to the Post-Tenure Advisory Committee, which includes the following documentation:

1. Current curriculum vitae with accomplishments of the years under consideration highlighted.

2. Copies of annual performance reviews of the faculty member by their department chair or unit supervisor for the years under consideration.

3. Copies of the documentation prepared and submitted for consideration by the faculty member at the time of each of these annual reviews. These should include but are not limited to syllabi for courses taught in the period under review, publications appearing during the period under review, evidence for committee service, and other relevant materials.

4. A statement prepared by the faculty member, not to exceed two pages in length, detailing their accomplishments and goals for the period under review and projected goals for the next five-year period.

5. Measures of teaching effectiveness including, but not limited, to a combination of written student evaluations and peer evaluations.

6. Any additional documentation specified by unit, departmental or institutional policy.

7. Dossiers must be submitted electronically in a format approved by the Provost.

Consistent with library, school, or college and university policies, review policies must specify the nature of and the evaluative standards for evidence which will be used to support claims about faculty activities.

Once submitted for consideration, the faculty member shall have supervised access at any time to their review file. The faculty member shall also have the right to add material to this file, including statements and additional documents, at any time during the review process.