

Undergraduate Programs Committee
Charlie Sicignano, Chair
Meeting Agenda for November 5, 2025

Attendees: R. Griffin, S. Boyd, A. Koczkas, C. Renaud, N. Hoang, A. Wolecki, N. Rehfuss, S. Velez-Castrillon, C. Lipp, J. Ramey, D. Newton, A. Walter, M. Brown, C. Sicignano (Chair)

- I. Call To Order
- II. Program and Course Proposals

A) College of Humanities, Arts, and Social Sciences

1) School of the Humanities

a) [Certificate of Professional Writing and Editing](#)

Request: Add

This four-course certificate prepares students to be able to analyze, compose, edit, design, translate, and/or promote texts from diverse genres and media in diverse venues. Learning the fundamentals of the relationships between the ethical use of technology and content development, editing and effective communication, and language and comprehension will help ready students to find careers in many fields, including but not limited to: • Writing and Content Creation • Editing and Copyediting • Publishing • Technical Communication • Marketing and Advertising • Public Relations • Print and Digital Design • Professional Translation and Interpretation • AI Consultation

RATIONALE: We seek to make the current 12-hour Publishing and Editing Certificate embedded within the English Program a standalone certificate that would appeal to students from a wide variety of majors and career aspirations. To do this, we will be changing the Internship requirement to an open elective that will allow students to supplement the certificate's unique focus on the relationship between reading, writing, language, and technology with diverse interests. The certificate addresses workplace needs in multiple ways. First, it encourages students to develop many of the professional abilities current employers suggest that they lack. According to an August 2024 Intelligent.com survey of 966 business leaders involved in hiring, for instance, "75% of

companies report that some or all of the recent college graduates they hired this year were unsatisfactory,” “6 in 10 companies fired a recent college graduate they hired this year,” and “1 in 7 companies may refrain from hiring recent college graduates next year [2025].” The most frequently mentioned reasons for these difficulties were “a lack of motivation or initiative (50%), poor communication skills (39%), and a lack of professionalism (46%).” In a similar study from 2023, forty percent of 1,243 surveyed business leaders think that students who graduated between 2020 and 2023 are unprepared for the workforce: “Of the business leaders who said that recent grads were unprepared, 88% said it was more true now than three years ago and 94% admitted that they even avoided hiring recent grads.” The main reasons for this unpreparedness were, according to seventy percent of those surveyed, “work ethic and communication skills,” with “technological skills” also being listed. Second, it helps students see how what they do in the classroom applies to their future careers, thereby increasing their confidence in their ability to transition from student to employee. According to a Cengage Group 2022 Graduate Employability Report, forty-nine percent of the 1000 surveyed recently graduated students did not apply for an entry level job because “they felt unqualified or unsure of their skills.” More specifically still, graduates “are confused about how to weigh their skills and credentials against job descriptions,” which led to skepticism about the usefulness of their degrees to “career readiness.” The sequence of the Professional Writing and Editing Certificate alleviates much of this anxiety by focusing on skill development and professional application.

[The committee voted to approve this proposal.](#)

b) [International Language and Cultures](#)

Request: Revision

The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, Spanish as well as a Stand-Alone Certificate in

Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish. Students who study languages and cultures become more engaged global citizens while developing valuable skills in intercultural communication and research.

RATIONALE: International Languages and Cultures' modifications to the Certification Tracks in French and Spanish promote UWG's initiative to improve retention and graduation rates by providing clearly outlined sequencing in this professional degree pathway. To reinforce the division between the stand-alone B.A. and the Teaching Certification, we propose a 30 credit Professional Courses area of study that will house education and second language pedagogy courses specific to the professional outcome of the degree, in addition to the 25 major requirements of the stand-alone B.A. This Professional Course area also delineates the point at which students are required to apply for admission into the Teacher Education program in the College of Education. The changes to the undergraduate teacher certification tracks in French and Spanish are mostly organizational, with slight updates in courses. The organizational modifications clarify student's progression in the program and align with equivalent certification tracks in other disciplines at UWG. Both tracks continue to offer content-specific pedagogical training and field experience in the concentration language within 120 credit hours. The course modifications are informed by current course offerings within the College of Education, our partner in this degree through which we offer field experiences, process certifications, and maintain teacher education program accreditation. These changes are also informed by updates to the state requirements and recommendations for teacher education in French and Spanish. Course selection and organization is sequenced and designed to meet the Georgia Professional Standards Commission's (GaPSC) recommendations as well as to promote successful completion of the Georgia Assessment for Certified Educators. The modifications represent updated guidance from the GaPSC and data-informed

decisions that leverage enrollment trends. Providing a clearly sequenced and updated degree pathway responds to the current critical need for language teachers in Georgia. The American Council on the Teaching of Foreign Languages recognizes the current shortage of world language teachers as critical and estimates a hiring gap of 100,000 teachers annually (ACTFL). The modifications will contribute to workforce development in the state as the historical turnover rate for teachers in Georgia is higher than the national average (Flamini and Steed, 2022), with attrition rates highest in world languages and math (Stephens, et al, 2015). In sum, the proposed modifications to the Certification Track in French and Spanish will: Solidify scaffolded teacher education at UWG; Produce knowledgeable and experienced graduates ready to enter today's workforce; Empower UWG students in their degree completion by clearly defining areas of studies, including Professional Courses.

c) [International Language and Cultures, French Track, B.A.](#)

Request: Revision

The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, Spanish as well as a Stand-Alone Certificate in Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish. Students who study languages and cultures become more engaged global citizens while developing valuable skills in intercultural communication and research.

RATIONALE: We also proposed and received approval to lower our major requirements from 28 to 25 credit hours. Now, rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. This streamlines the pathway to completing the major in two ways: 1) it helps reduce bottlenecks related to scheduling, allowing students to access a wider range of upper-level courses that fulfill their major; and 2) it aligns with recent changes in prerequisites for

certain courses that allow students to enter into content-based courses earlier in their degree, thereby applying their knowledge of language and culture to a range of topics. Additionally, we proposed and received approval to make FORL 3000 Global Lang. & Cult. Colloquium a prerequisite to our capstone. FORL 3000 allows students to analyze, interpret and apply the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts. The inclusion of FORL 3000 as a requirement for the degree thus ensures that students have an academic framework for applying and articulating their language and intercultural skills and knowledge prior to graduating. This course connects to USG's goal of Career-Ready-Competencies and further emphasizes the goal of helping students "build essential skills that are highly valued in the workforce and in central to being prepared to lead in a complex, interconnected and changing world." Now, in the spirit of making sure that we comply with all UWG and USG requirements, we are including FR 1001, GR 1001, SP 1001 in the Field of Studies since we cannot require FR GR SP 1002 without counting its prerequisite. In sum, the changes that were approved last year and our current proposal to include FR GR SP 1001 in the Field of Studies streamline the requirements for a major while keeping the standards and rigor of what a BA in International Languages and Cultures should be.

d) [International Languages and Cultures, German Track, B.A.](#)

Request: Revision

The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, Spanish as well as a Stand-Alone Certificate in Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish. Students who study languages and cultures become more engaged global citizens while developing valuable skills in intercultural communications and research.

RATIONALE: We also proposed and received approval to lower our major requirements from 28 to 25 credit hours. Now, rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. This streamlines the pathway to completing the major in two ways: 1) it helps reduce bottlenecks related to scheduling, allowing students to access a wider range of upper-level courses that fulfill their major; and 2) it aligns with recent changes in prerequisites for certain courses that allow students to enter into content-based courses earlier in their degree, thereby applying their knowledge of language and culture to a range of topics. Additionally, we proposed and received approval to make FORL 3000 Global Lang. & Cult. Colloquium a prerequisite to our capstone. FORL 3000 allows students to analyze, interpret and apply the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts. The inclusion of FORL 3000 as a requirement for the degree thus ensures that students have an academic framework for applying and articulating their language and intercultural skills and knowledge prior to graduating. This course connects to USG's goal of Career-Ready-Competencies and further emphasizes the goal of helping students "build essential skills that are highly valued in the workforce and in central to being prepared to lead in a complex, interconnected and changing world." Now, in the spirit of making sure that we comply with all UWG and USG requirements, we are including FR 1001, GR 1001, SP 1001 in the Field of Studies since we cannot require FR GR SP 1002 without counting its prerequisite. In sum, the changes that were approved last year and our current proposal to include FR GR SP 1001 in the Field of Studies streamline the requirements for a major while keeping the standards and rigor of what a BA in International Languages and Cultures should be.

- e) [International Language and Cultures, Spanish Track, B.A.](#)

Request: Revision

The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, and Spanish as well as a Stand-Alone Certificate in Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish. Students who study languages and cultures become more engaged global citizens while developing valuable skills in intercultural communication and research.

RATIONALE: Last year we submitted a proposal requesting a change in degree name from Foreign Languages and Literatures to International Languages and Cultures to align with our program name and our principles. That request was approved by the USG. We also proposed and received approval to lower our major requirements from 28 to 25 credit hours. Now, rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. This streamlines the pathway to completing the major in two ways: 1) it helps reduce bottlenecks related to scheduling, allowing students to access a wider range of upper-level courses that fulfill their major; and 2) it aligns with recent changes in prerequisites for certain courses that allow students to enter into content-based courses earlier in their degree, thereby applying their knowledge of language and culture to a range of topics. Additionally, we proposed and received approval to make FORL 3000 Global Lang. & Cult. Colloquium a prerequisite to our capstone. FORL 3000 allows students to analyze, interpret and apply the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts. The inclusion of FORL 3000 as a requirement for the degree thus ensures that students have an academic framework for applying and articulating their language and intercultural skills and knowledge prior to graduating. This course connects to USG's goal of Career-Ready-Competencies and further emphasizes the goal of helping students "build essential skills that are highly valued in the workforce and in

central to being prepared to lead in a complex, interconnected and changing world." Now, in the spirit of making sure that we comply with all UWG and USG requirements, we are including FR 1001, GR 1001, SP 1001 in the Field of Studies since we cannot require FR GR SP 1002 without counting its prerequisite. In sum, the changes that were approved last year and our current proposal to include FR GR SP 1001 in the Field of Studies streamline the requirements for a major while keeping the standards and rigor of what a BA in International Languages and Cultures should be.

[The committee voted to approve all of the ILC proposals as a block vote.](#)

2) School of the Social Sciences

a) [Social & Behavioral Health 4613 – Interviews and Observations](#)

Request: Add

This course introduces students to foundational qualitative research methods used in sociology, with special attention to interviewing and observation studies.

RATIONALE: Other sociology courses (SOC1 4000 and SOC1 4003) have Social and Behavioral Health equivalents (SABH 4000 and SABH 4003), which ensures that Social & Behavioral Health majors will be able to get seats in the course (we always offer them cross-listed). Now that the Sociology program plans to offer SOC1 4613 more regularly, we would like to do the same with SABH 4613, which counts in the same area of the Social & Behavioral Health major as the other cross-listed courses.

[The committee voted to approve this proposal.](#)

b) [Sociology 4453 – Sociology of Education](#)

Request: Add

This course examines education from a sociological perspective. Topics covered include education as a social institution, the changing contexts of schools and schooling, social organization within the school and the classroom, and relationships between education and inequality.

RATIONALE: We have offered this course multiple times as a special-topics course and it is of great interest to students. Sociology of Education will be relevant to students' future careers, particularly those who may be working as school social workers or as health or counseling professionals in schools.

[The committee voted to approve this proposal.](#)

B) School of Communications, Film & Media

1) Mass Communications

a) [COMM 3300 – Introduction to A.I. in Media](#)

Request: Add

This course teaches how to use AI in practical ways for business and communication. Students will practice writing clear instructions, called prompts, to get the best results from ChatGPT and other AI tools—skills that matter for journalists, public relations practitioners, marketers, social media managers, and creators. By the end, students will know how to ask AI the right questions, sharpen their writing and editing, turn data into charts, create images, and save time by automating their work. This course helps students work more efficiently, communicate clearly, and succeed in an AI-powered world.

RATIONALE: The rapid rise of artificial intelligence is transforming how media is created, distributed, and consumed. For mass communication students, understanding AI is no longer optional—it is essential for career readiness. This course has already been offered once as a special topics course. In an effort to provide students with an additional credential, we propose this course as an elective option in the Film & Video Production and Mass Communications degree programs and in our new Emerging Digital Media Practitioner certificate to ensure long-term relevance and impact.

[**There was a discussion in the UPC meeting about editing this description, and the committee voted in favor of using this description instead:**](#)

This course teaches how to use AI in practical ways for business and communication. Students will practice writing clear instructions, called prompts, to get the best results from AI tools—skills that matter for journalists, public relations practitioners, marketers, social media managers, and creators. By the end, students will know how to ask AI the right questions, sharpen their writing and editing, turn data into charts, create images, and save time by automating their work. This course helps students work more efficiently, communicate clearly, and succeed in an AI-powered world.

b) COMM 3304 – Data Storytelling and Visualization

Request: Add

Data Storytelling & Visualization identifies stories inferred by datasets and presents key ideas in visual contexts using Tableau and Excel. As data-driven business reports, news stories, and public presentations become increasingly prevalent, students will learn how to make these reports, stories, and presentations more accessible and persuasive by creating visually appealing charts, maps, infographics, and other visual elements. This course will expand students' knowledge and skill set in data storytelling and visualization, and improve their career readiness for any media-related field.

RATIONALE: In today's media and business environments, professionals are increasingly expected not only to gather and interpret data but also to communicate insights effectively to diverse audiences. Data storytelling and visualization bridge this gap by transforming complex datasets into clear, compelling narratives through visuals such as charts, maps, and infographics. This course has already been successfully offered as a special topics course, drawing strong student interest and demonstrating its value. To better serve students' career readiness and ensure consistent access, we propose this course as an elective option in the Film & Video Production and Mass Communications degree programs and in our new Emerging Digital Media Practitioner certificate to ensure long-term relevance and impact.

c) [COMM 3306 – Creating Immersive Media with AR/VR/XR Technologies](#)

Request: Add

This course introduces students to the foundations of extended reality (XR) technologies, with a focus on virtual reality (VR) and augmented reality (AR) as tools for digital media content creation. Designed for students without prior coding or design experience, the course emphasizes hands-on learning with intuitive, accessible platforms such as online and mobile applications. Students will explore how XR can be applied to create engaging content for various forms of digital media, such as social media, websites, digital advertising, and immersive entertainment, while gaining an understanding of the creative and technical possibilities XR brings to the professional media environments. Through practical projects, students will develop skills in creating immersive XR digital media content.

RATIONALE: Extended reality (XR) technologies, including virtual reality (VR) and augmented reality (AR), are increasingly adopted across digital and professional media fields to create more engaging and immersive audience experiences. In this course, students will learn how to use accessible, low-barrier XR tools, including smartphone applications and online platforms, that make it possible to design and produce immersive content without requiring prior coding or design expertise. As the demand for innovative media experiences continues to grow, providing students with hands-on XR knowledge and skills will prepare them to meet emerging industry expectations and align their learning with current practices in digital media production. In an effort to provide students with an additional credential, we propose this course as an elective option in the Film & Video Production and Mass Communications degree programs and in our new Emerging Digital Media Practitioner certificate to ensure long-term relevance and impact.

[**The committee voted to approve these COMM proposals as a block vote.**](#)

C) University College

1) Department of Civic Engagement and Public Service

a) [Criminology and Criminal Justice, B.S.](#)

Request: Revision

RATIONALE: There are 2 curriculum changes being made: 1) streamlining the way students complete 12 credit hours of 22XX courses and 2) removing the policing concentration.

The first change to the program is done to improve flexibility for students and to allow them to progress towards graduation more easily. Last year we removed the requirement that students take two courses in four different areas, instead requiring that they take 24 credit hours of upper level Criminology classes. This current change removes the requirement that students take our 22XX courses in a similar manner. Previously it was required that students complete CRIM 2272, CRIM 2273 OR CRIM 2274, CRIM 2275 OR CRIM 2245, CRIM 2276. By removing the OR, students will now be able to take any combination of 4 of the 6 22XX courses in order to meet the 12 credit hour requirement.

The second change is the removal of the policing concentration. It was originally thought that this concentration would be required for ALETE students when it was created in 2022. Other, more streamlined avenues ended up being used instead. Further, a policing concentration for our students is redundant now that we have eliminated areas and allowed students to more easily focus on courses of interest to them. If students wish to concentrate their studies by taking policing related courses, they may easily do so. It has been confirmed with the registrar that there are 0 students in this concentration, so no teach out plan is necessary.

[**This proposal was sent to David Newton in Academic Affairs, but forwarded to UPC for review. The committee voted to approve this proposal.**](#)

- III. Old Business
- IV. New Business
- V. Adjournment