Committee II: Graduate Programs Committee
Kim Green, Chair
Meeting Agenda for Tuesday, January 27, 2026, 1:00 pm

  I. Call to Order

 II. Approve minutes from January 15, 2026 meeting

III. Program and Course Proposals

A) College of Education

1) Department of Educational Technology and Foundations

a) MEDT - 7489 - Asynchronous Online Course Design

Request: Add

Program faculty have added this course to keep pace with changes in the field of online teaching and learning. This course focuses specifically on online design, which was missing as a central focus in the prior lineup of courses. In addition, within this course focused on design, this course allows faculty to more clearly address "asynchronous" online design.

b) MEDT - 7496 - Generative AI for P-12

Request: Add

Our student audience of school librarians and teachers has expressed a strong need for guidance in the area of generative AI in education. Our program faculty propose to add this elective based on the rapid changes in the field in response to learners' needs.

2) Department of Leadership, Research, and School Improvement

a) EDLE - 9901 - Advanced Principles of Strategic Leadership

Request: Add

This is a new course designed for Strategic Leadership Track for the EDSI program. This course offers an advanced exploration of the strategic dimensions of school leadership, emphasizing the complex, interdependent forces that influence decision-making in contemporary educational systems. While many educators can distinguish between effective and ineffective leadership, doctoral-level study requires a deeper, theory-driven understanding of how leadership shapes the strategic direction, performance, and long-term sustainability of educational organizations.

b) EDLE - 9902 - Advocacy, Influence, and Stakeholder Relations

Request: Add

This course was developed to support the new Strategic Leadership track for the EDSI program. This course examines how power, policy, governance structures, and community context shape decision-making within schools and districts. Students develop ethical advocacy strategies; apply tools for stakeholder analysis, and craft persuasive communication with internal and external stakeholders. Students learn to communicate with clarity and purpose across diverse audiences and practice effective engagement strategies with media.

c) EDRS - 9105 - Applied Qualitative Research for School Improvement

Request: Add

Updated research class to directly support research for school improvement efforts in K12 settings. This course focuses on the use of qualitative methods of research, including both the theoretical perspectives underlying qualitative methodologies and the methods of collection and analysis of qualitative data sources, in educational studies.

d) EDRS - 9106 - Applied Quantitative Research for School Improvement

Request: Add

This course was developed to support the School Improvement Ed.D. with a focus on applied research in K12 schools. This course introduces doctoral students to quantitative research methods commonly used in education and social sciences. Emphasis is placed on designing and conducting empirical studies.

e) EDSI - 9995 - Capstone I

Request: Add

Capstone I establishes the foundation for the capstone sequence in the Ed.D. in School Improvement program. This course provides students with the structured time, guidance, and resources needed to identify and refine a problem of practice, conduct an initial review of literature, develop a conceptual framework, and design a research plan. These skills are essential for success in subsequent capstone phases (EDSI 9996 and 9997).

f) EDSI - 9996 - Capstone II

Request: Add

Capstone II is necessary to ensure doctoral candidates in the School Improvement program are adequately prepared for the final phase of their capstone projects. The

capstone is the culminating demonstration of a candidate's ability to integrate theory, research, and practice in addressing a problem of practice. Without a structured second phase, students risk insufficient scaffolding in the critical stages of data collection and preliminary analysis.

g) [EDSI - 9997 - Capstone III](#)

   Request: Add

EDSI 9997: Capstone III is critical to the integrity and completion of the doctoral capstone sequence in the School Improvement program. As the culminating phase, Capstone III provides the structure and support students need to synthesize, finalize, and communicate their research findings in ways that directly impact educational practice.

B) **College of Humanities, Arts, and Social Sciences**

1) School of Social Sciences

   a) [Embedded Certificate in Human Science Research](#)

      Request: Add

The UWG Psychology Program seeks to offer an embedded graduate certificate focused in conducting psychological research through human science methods—i.e. qualitative, participatory, community-based, arts-based, and mixed methods approaches. Successful completion includes practical application of all steps in the human science research process—conducting a literature review, writing a proposal, collecting and interpreting data, producing research findings, and disseminating psychological research findings for academic and public consumption. Various industries are increasingly seeking employees with qualitative and mixed media research expertise, which can provide them with nuanced psychological insights into human experience. Graduates will enter the workforce with research expertise to produce impactful psychological insights that can facilitate transformation in healthcare, wellness, non-profit, academic, marketing, media, and community organizations. The certificate will offer a distinct, formal credential that certifies advanced research competency. The certificate consists of 14 credit hours including 11 hours of required courses (PSYC 6021, PSYC 6083, PSYC 7810A, PSYC 7810B) and 3 hours chosen from two courses (PSYC 6899 Thesis or PSYC 6881 Independent Project).

IV.   Old Business

 V.   New Business