

Committee II: Graduate Programs Committee
Kim Green, Chair
Meeting Agenda for Tuesday, March 3, 2026, 11:00 am

- I. Call to Order
- II. Approve minutes from January 27, 2026 meeting
- III. Program and Course Proposals

A) College of Education

1) Department of Counseling, Higher Education, and Speech-Language Pathology

a) [SLPA - 5792 - Internship in Speech Language Pathology](#)

Request: Revise

To better align with course requirements and be consistent with other graduate internships in the program, the course will be reduced from 8 credit hours to 6 credit hours.

b) [Post-Baccalaureate Certificate in Speech-Language Pathology](#)

Request: Revise

To better align with course requirements and be consistent with other graduate internships in the program, SLPA 5792 (Internship in Speech-Language Pathology) will be reduced from 8 credit hours to 6 credit hours. This reduces the total credit hours possible from 29 to 27. Please note that this internship is optional. Only 21 credits are required to complete the certificate. The internship is an optional add-on that students may complete in order to be eligible for certification as a speech-language associate (SLA) by the Georgia Professional Standards Commission.

c) [Speech Language Pathology, M.Ed.](#)

Request: Revise

Data from program assessment (including students' clinical performance scores) indicate that students consistently struggle with administering, scoring, and interpreting assessments in the field. The program has an active course, SLPA 6705--Advanced Assessment of Speech-Language Disorders, which addresses this directly. The current plan of study includes two courses on hearing-related issues. Program faculty are in agreement that students will be best served by removing one of the hearing-related

courses (SLPA 6760) and replacing it with the assessment course to prepare them for the area in which they struggle.

2) Department of Educational Technology and Foundations

a) [Learning Design and Educational Technology, Ed.S., Concentrations in Instructional Technology, School Librarianship](#)

Request: Revise

This revision includes three parts:

- i. With the former concentration, School Library Media changing its name to School Librarianship, Instructional Technology, Media, and Design (ITMD) faculty revisited our program/major name. The faculty decided to rename the program to Learning Design and Educational Technology (LDET). This name also brings the programs in line with the new proposed Ed.D.
- ii. Additionally, we are making modifications to the Online Teaching Endorsement/Certificate, which requires minor changes to the curriculum through the addition of MEDT 7489 and the shifting of MEDT 7492 to general electives.
- iii. Lastly, we added an elective option to the program that is a new course (i.e., MEDT 7496 - GenAI for P12).

b) [Learning Design and Educational Technology, M.Ed., Concentrations in Instructional Technology, School Librarianship](#)

Request: Revise

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- i. With the former concentration, School Library Media changing its name to School Librarianship, Instructional Technology, Media, and Design (ITMD) faculty revisited our program/major name. The faculty decided to rename the program to Learning Design and Educational Technology (LDET). This name also brings the programs in line with the new proposed Ed.D.
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- iii. Lastly, we added an elective option to the program that is a new course (i.e., MEDT 7496 - GenAI for P12).

3) Department of Leadership, Research, and School Improvement

a) [Educational Leadership, M.Ed.](#)

Request: Add

The proposed Master of Education (M.Ed.) in Educational Leadership responds to a growing demand for skilled leaders across Georgia's P-12 educational systems. As districts address persistent teacher and leader shortages, instructional innovation, and community engagement challenges, there is an increasing need for leaders who can foster collaboration, belonging, and continuous improvement. This program builds directly on the success of the University of West Georgia's GaPSC-approved Tier I Educational Leadership program, which currently enrolls more than 500 students, the largest Tier I enrollment in the state. The consistent success of this program in preparing aspiring leaders who meet GaPSC expectations provides a strong foundation for expanding leadership preparation through a master's-level degree aligned to the same core standards and field-based competencies. The proposed M.Ed. in Educational Leadership also strengthens UWG's leadership preparation continuum by creating a seamless pathway from Tier I through Tier II, Education Specialist (Ed.S.), and Doctor of Education (Ed.D.) programs. This coherent progression allows educators to advance from emerging teacher leaders to school and district leadership roles within a unified program framework.

b) [School Improvement, Ed.D.](#)

Request: Revise

We have added a third track with a focus on Strategic Leadership for School Improvement. As part of this process, we developed two new courses for the track, EDLE 9901 and EDLE 9902. In addition, two new research courses were proposed with a focus on educational research in k12 settings (EDRS 9105 and EDRS 9106).

To ensure focus on instructional leadership for the traditional track, EDSI 9942 Advanced Instructional Practices for School Improvement replaced EDSI 9925, Policy Analysis for School Improvement.

4) Department of Special Education

a) [SPED - 9100 - Pre-Graduation Seminar](#)

Request: Add

This course is a zero-credit culminating survey course for Ed.D. candidates in Special Education. The course emphasizes the synthesis of learning, self-assessment of leadership preparation, and projection of next steps for applying doctoral knowledge and skills in professional contexts. This course is being developed as part of the new Ed.D. in Special Education program to ensure that the curriculum reflects the advanced, practice-focused leadership competencies required of contemporary special education administrators. Existing master's and specialist-level coursework does not provide the depth, scope, or leadership emphasis expected at the doctoral level. Incorporating this course addresses those gaps and ensures alignment with the Council of Administrators of Special Education (CASE) Administrator of Special Education Professional Leadership Standards, which set nationally recognized expectations for leaders in the field.

B) Perry College of Mathematics, Computing, and Sciences

1) School of Computing, Analytics, and Modeling

a) [Post-Baccalaureate Certificate in Computational Mathematics](#)

Request: Delete

This certificate has had zero enrollment for at least the past three semesters.

b) [Post-Baccalaureate Certificate in Discrete Mathematics](#)

Request: Delete

This certificate has had zero enrollment for at least the past three semesters.

c) [Post-baccalaureate Certificate in Statistics](#)

Request: Delete

This certificate has had zero enrollment for at least the past three semesters.

2) School of Field Investigations and Experimental Sciences

a) [BIOL - 5621 - Genetics](#)

Request: Add

We are shifting the course number to align with the cross-leveled undergraduate section (BIOL 3621). The number will move from 5631 to 5621. We have a concurrent course deletion proposal to reflect this shift. Currently, the course numbers do not align between the sections, which causes issues with the degree program and confusion among students.

b) [BIOL - 6460 - Applied Ecology](#)

Request: Add

Currently, all our ecological graduate courses are cross-leveled at the 5000 level with undergraduate courses. This course adds 6000-level graduate content in ecology that was lacking in our program. Having a graduate-only course allows for more advanced content to be taught. The course has achieved excellent enrollment in the first two years it was taught as a special topics course, with 18 students in the first year, and 25 students this year (full class).

C) Richards College of Business

1) Department of Marketing

a) [MKTG - 6845 - AI Strategies for Business](#)

Request: Add

This course will explore the strategic integration of AI tools in business operations, emphasizing how managers can leverage AI applications to drive innovation and enhance decision-making, and it will examine the ethical implications required for responsible AI deployment in business. AI applications in business are growing rapidly. It is imperative for our curriculum to keep up with these changes.

D) Tanner Health School of Nursing

1) [NURS - 9020 - Developing the Nursing Dissertation Proposal](#)

Request: Add

NURS 9020 is the first of a three-course dissertation courses. Course milestones include establishing the foundational chapters of the dissertation. This course provides structured guidance and resources needed to complete Chapters 1, 2, and 3, and produce a proposal ready for dissertation committee review and oral presentation to the School of Nursing. The course may be repeated up to two additional times for adequate completion of objectives. Extensions beyond two times would require permission of the Associate Dean of the Graduate Program of the Tanner Health School of Nursing.

2) [NURS - 9021 - Applied Nursing Inquiry: Dissertation Research](#)

Request: Add

NURS 9021 is the second of the three-course dissertation series. The course provides structured guidance through the formal proposal of their dissertation study., Course milestones are preparing and submitting an Institutional Review Board application and implementing the proposed study. These objectives are essential for success in the dissertation and to complete the dissertation course sequence. If students do not complete

the milestones for the course adequately, they may repeat the course one time. If a third time is necessary, permission from the Associate Dean of the Tanner Health School of Nursing should be obtained.

3) [NURS - 9022 - Advanced Nursing Inquiry: Dissertation](#)

Request: Add

NURS 9022 is the final course in the 3-course series and guides students as they complete the implementation of their dissertation study. Course milestones include data analysis, development of dissertation Chapter 4, presentation of their dissertation findings, and preparing the final dissertation manuscript for submission to ProQuest. The course emphasizes the demonstration of advanced nursing inquiry, methodological and scholarly rigor, ethical integrity, and professional dissemination of the study's findings. If students do not complete the milestones for the course adequately, they may repeat the course one time. If a third time is necessary, permission from the Associate Dean of the Tanner Health School of Nursing should be obtained.

4) [NURS - 9900 - Ed.D. Scholarly Writing](#)

Request: Add

In the past, the EdD students of the School of Nursing have taken the 6900 level writing course. This allows a course at the 9900 level to be taken by Doctoral students. This is a one-hour course.

5) [Doctorate in Nursing Education, Ed.D.](#)

Request: Revise

The rationale for adding the three sequential dissertation courses to the curriculum is to provide support and guidance to students as they are led to complete the dissertation in a scholarly, efficient, and timely manner. Our strategic plan imperative #1 is Student Success-Enhanced learning, access, progression, and development and goal 4 is to admit the most qualified students and support timely progression to graduation. Adding these dissertation courses will provide students with support from peers and faculty who are guiding them through the inquiry and writing of specific chapters 1-3 of the dissertation in NURS 9020. In NURS 9021, students will be guided as they write a proposal defense presentation. Additionally, students will be guided through the institutional review board process and begin conduction of their planned study. In the final sequential course, NURS

9022, students are guided through data analysis, data reporting, and dissertation dissemination.

The rationale for the addition of the NURS 9900 EdD Scholarly Writing course to the curriculum is to provide a scholarly doctoral-level course for writing scholarship and instruction. Currently, students take a Master's level course in the curriculum NURS 6900 and should have a NURS 9900 doctoral-level course.

IV. Old Business

Approve the Comprehensive Program Reviews

V. New Business