

Committee II: Graduate Programs Committee
Kim Green, Chair
Meeting Agenda for Tuesday, March 31, 2026, 11:00 am

- I. Call to Order
- II. Approve minutes from March 3, 2026 meeting
- III. Program and Course Proposals

A) College of Education

1) Department of Early Childhood through Secondary Education

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

Request: Revise

We are adding existing courses to the program curriculum to support CPoS regarding federal financial aid compliance. These course options were previously approved through Wolf Watch petitions. Building these course options into Wolf Watch will avoid petitions and notification to students that courses are not aid eligible.

b) [Teacher Education, M.A.T., Concentration in Elementary Education](#)

Request: Revise

We are changing admissions criteria to provide the program and graduate school better opportunities to scrutinize applicant materials that may cause concern. We are specifically adding in provisions to include previous graduate coursework as part of the admissions process. Those new admissions standards are as follows:

A 2.7 undergraduate GPA and a 3.0 graduate GPA (if applicable) and be in good academic standing is required for admission

All official transcripts for undergraduate and any previous attempted or completed graduate coursework must be submitted

Submit proof of GACE Ethics for Teachers-Test 351

Students must be able to complete the year-long internship within the State of Georgia.

Additional factors may be considered. Meeting the above requirements is not a guarantee of admission.

c) [Teacher Education, M.A.T., Concentrations in Secondary Education: Biology, Broad Field Science, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science](#)

Request: Revise

We are changing admissions criteria to provide the program and graduate school better opportunities to scrutinize applicant materials that may cause concern. We are specifically adding in provisions to include previous graduate coursework as part of the admissions process. Those new admissions standards are as follows:

Students must hold a bachelor's degree in an accepted area for the chosen concentration from a regionally accredited institution to be admitted to the program.

A 2.7 undergraduate GPA and a 3.0 graduate GPA (if applicable) and be in good academic standing is required for admission

All official transcripts for undergraduate and any previous attempted or completed graduate coursework must be submitted

Pass the GACE Content Assessment in the appropriate field to match the concentration

Submit proof of GACE Ethics for Teachers-Test 351

Students must be able to complete the year-long internship within the State of Georgia.

Additional factors may be considered. Meeting the above requirements is not a guarantee of admission.

2) Department of Educational Technology and Foundations

a) [Post-Baccalaureate Certificate in Online Teaching](#)

Request: Revise

The full revision is presented here for clarity; the proposal is an action item for changes in program requirements.

This proposal reflects improvements that program faculty have enacted to keep pace with changes in the field of online teaching and learning over the past 5-6 years. In the proposed revision to this program, candidates will still be advised to take the course prerequisite of MEDT 7464 or MEDT 7461 for an introduction to instructional design, as they will need to have met this by the time they enroll in MEDT 7489 (see below).

--The first OTC course will be MEDT 7472: Introduction to Online Learning, which offers an introduction to the principles, practices, and issues involved in online teaching and learning. Changes to this existing course have been proposed via Curriculog in 2026-2027 to make it less intensive in terms of online course design and broader in offering a survey of principles, practices, and issues.

--The second OTC course will be MEDT 7489: Asynchronous Online Course design (new course has been proposed via Curriculog in 2026-2027). In this course, candidates will engage in in-depth online design of high-quality asynchronous online instruction using instructional design models, Universal Design for Learning, and best practices in online course design. For this reason, this course will have pre-requisites that ensure some instructional design experience (Pre-requisite: MEDT 7464 or MEDT 7461) and some basic knowledge of the field of online learning (Pre-requisite: MEDT 7472).

--The third and final OTC course will be MEDT 7491: Implementation, Assessment, and Evaluation of Online Learning. Through this course, candidates will facilitate their designed instruction, and they will assess learning and evaluate impact for improving the design for future use. This course will require the pre-requisite of MEDT 7489, as candidates will need to have a strong background in online course design. MEDT 7491 is an existing course, and it has been slightly modified in Curriculog in 2026-2027 to remove an irrelevant statement from the course description.

3) Department of Leadership, Research, and School Improvement

a) [EDLE - 6391 - Strategic Communication, Collaboration, and Coaching in Educational Leadership](#)

Request: Add

This course, designed for candidates in the M.Ed. in Educational Leadership, Strategic Leadership track, focuses on developing the strategic communication, collaboration, and coaching skills necessary to lead improvement efforts across schools and districts.

Emphasizing leadership influence and capacity building, candidates practice aligning stakeholders to vision, leading coaching conversations, and using data to guide reflective dialogue. Coaching is framed as a strategic, ethical approach that builds trust, collective efficacy, and sustainable improvement.

b) [EDLE - 6392 - Strategic Leadership for Safety and Well-Being: Foundations for a Positive School Culture](#)

Request: Add

This course, embedded in the new M.Ed. in Educational Leadership Strategic Leadership track, prepares candidates to lead safe, healthy, and supportive school environments as a core organizational priority. Emphasizing safety and well-being as foundational to

learning and workforce stability, candidates align culture, data, and systems to mission and vision, design strategic action plans, and lead high-stakes conversations. Safety and well-being are framed as strategic levers for ethical leadership, capacity building, and sustainable improvement.

c) [EDLE - 6393 - Leading Impactful Change and Strategic Improvement](#)

Request: Add

This course, embedded in the Strategic Leadership track of the M.Ed. in Educational Leadership, prepares candidates to lead sustainable change through systems thinking, data-informed decision-making, and program evaluation. Candidates analyze schools as interconnected systems, evaluate initiatives using multiple data sources, and develop strategic improvement recommendations. The course emphasizes ethical leadership, initiative alignment, and collective ownership for continuous improvement focused on student success.

d) [EDLE - 6394 - Thriving as a Leader: Self-Awareness, Well-being and Personal Professional Growth](#)

Request: Add

This course, embedded in the Strategic Leadership track of the new M.Ed. in Educational Leadership, focuses on the personal dimensions of leadership that sustain effectiveness and long-term impact. Emphasizing self-awareness, emotional intelligence, and leader well-being as strategic assets, candidates develop reflective leadership growth plans aligned to organizational priorities. Leader well-being is positioned as a strategic responsibility that strengthens culture, ethical decision-making, and sustainable improvement across schools and districts.

e) [EDLE - 7600 - Foundations of Teacher Leadership and Distributed Leadership](#)

Request: Add

This course is developed to support teacher retention and leadership sustainability in Georgia by providing experienced educators with structured opportunities to lead without leaving the classroom. As Georgia schools face ongoing challenges related to retaining high-quality teachers, research shows that teachers are more likely to remain in the profession when they experience professional agency, leadership voice, and meaningful collaboration. Grounded in distributed and shared leadership models, the course develops

leadership identity, ethical responsibility, and collaborative influence while preparing candidates for roles such as instructional coach, department leader, and PLC facilitator. By examining teacher leadership frameworks and organizational leadership models, candidates build the capacity to contribute to shared decision-making and instructional improvement, strengthening school culture and effectiveness while creating viable leadership pathways that support long-term teacher engagement and retention.

f) [EDLE - 7700 - Instructional Coaching and Mentoring for Teacher Leaders](#)

Request: Add

This course is developed to strengthen teacher retention and instructional capacity in Georgia by preparing teacher leaders to serve as instructional coaches and mentors who support professional growth without requiring teachers to exit the classroom. As schools seek sustainable approaches to improving teaching and learning, instructional coaching has emerged as a high-impact strategy for building teacher confidence, efficacy, and long-term commitment to the profession. Grounded in adult learning theory, the course equips candidates with research-based coaching and mentoring models and practical skills in observation, feedback, reflective dialogue, and instructional support, with particular emphasis on culturally responsive and equitable practices. Through applied coaching cycles, candidates learn to build professional trust, support teachers across career stages, and contribute to continuous instructional improvement, key conditions for improving teacher satisfaction, effectiveness, and retention.

g) [EDLE - 7800 - Curriculum, Instruction, and Assessment Leadership](#)

Request: Add

This course is developed to support teacher retention and school improvement in Georgia by preparing teacher leaders to guide coherent alignment of curriculum, instruction, and assessment in ways that strengthen instructional clarity and reduce professional fragmentation. When teachers experience inconsistent expectations and misaligned curriculum systems, job-related stress and burnout increase, contributing to attrition. By developing expertise in standards-aligned curriculum mapping, assessment literacy, and instructional alignment frameworks, candidates are equipped to lead collaborative curriculum review processes and instructional improvement cycles at the team or school level. The course prepares teacher leaders to support colleagues in translating standards

into effective classroom practice, fostering instructional coherence, shared understanding, and collective efficacy, conditions that enhance teaching effectiveness, professional satisfaction, and long-term retention.

h) [EDLE - 7900 - Data-Informed Decision Making and School Improvement for Teacher Leaders](#)

Request: Add

This course builds candidates' capacity to use data strategically to inform instructional decisions and school improvement initiatives. Emphasis is placed on data literacy, improvement science, and continuous improvement models such as Plan-Do-Study-Act (PDSA) cycles. Candidates analyze quantitative and qualitative data sources to monitor instructional effectiveness and student outcomes. Through applied improvement planning, candidates develop skills in evaluating initiatives, adjusting instructional strategies, and supporting evidence-based decision-making within collaborative school structures.

i) [EDLE - 8000 - Professional Learning Design and Facilitation](#)

Request: Add

This course is developed to support teacher retention and instructional improvement in Georgia by preparing teacher leaders to design and facilitate sustained, job-embedded professional learning that is responsive to teacher and student needs. When professional learning is disconnected from classroom practice, teachers are more likely to disengage and experience burnout. Grounded in adult learning theory, the course equips candidates with skills to lead teacher-driven professional development, design effective PLC structures, and facilitate collaborative learning experiences that promote collective responsibility and instructional growth. By learning to evaluate the impact of professional learning on instructional practice and student outcomes, candidates strengthen schoolwide cultures of continuous improvement, professional trust, and shared leadership, which are key conditions for improving teacher satisfaction, effectiveness, and long-term retention.

j) [EDLE - 8100 - Teacher Leadership Capstone](#)

Request: Add

This culminating course is developed to strengthen teacher retention and leadership sustainability in Georgia by providing candidates with an authentic, school-based opportunity to apply teacher leadership knowledge in ways that create meaningful impact.

By engaging in a Teacher Leadership Capstone Project grounded in practitioner inquiry or action research, candidates address real instructional or organizational needs within their school contexts, increasing relevance and professional ownership. Emphasizing collaboration and systems thinking, the course prepares teacher leaders to design, implement, and reflect on improvement initiatives that support students, educators, and school communities. This applied leadership experience reinforces professional efficacy, validates teacher expertise, and fosters long-term commitment to the profession by positioning teachers as change agents within their own schools.

k) [Teacher Leadership Certificate Program](#)

Request: Add

The Teacher Leadership Certificate Program prepares experienced educators to lead instructional improvement, professional learning, and school culture while remaining in the classroom. Aligned to GaPSC Rule 505-3-.72, the program responds to the growing need for formal and informal teacher leadership, supports continuous improvement and increases student outcomes, and promotes teacher retention through meaningful leadership pathways.

B) College of Humanities, Arts, and Social Sciences

1) School of Humanities

a) [History, M.A.](#)

Request: Revise

Our primary aim with these proposed History M.A. Program modifications is to streamline the graduate program so as to emphasize flexibility for students and to remove potential barriers to timely degree completion. We are also responding to changes in the numbers of graduate courses we can offer following multiple tenure-track faculty departures. We are proposing three modifications: 1) reducing the number of tracks within the History M.A. from the current five to three: Thesis, Non-Thesis, Public History; 2) moving from rigidly defined fields to a more flexible elective approach. The number of electives would vary depending on track. At least one elective must be focused on a U.S. History topic, at least one elective must be focused on a non-U.S. History topic, and at least one elective must be focused on a Public History topic; 3) removing the digital portfolio as a capstone option for the Non-Thesis track, focusing that track on a comp

exam plus research paper capstone. The digital portfolio will remain a capstone option in the Public History track.

b) [Post-Baccalaureate Certificate in College English Teaching](#)

Request: Revise

The degree is designed for those who want to teach English at the introductory college level, and a candidate's success in the program is partly determined by their preparation for discipline-specific graduate level work in the field. Thus, we are adding the requirement that students wishing to pursue this certificate hold a BA in English with a 3.0 in the major; students without a BA in English may be admitted if they can present comparable coursework (determined by the program's admission committee) with a 3.0 average across those courses. This minimum standard will ensure that incoming students have the background to succeed in graduate level literary analysis courses and the discipline-specific pedagogy courses required as part of the program.

C) Richards College of Business

1) Department of Economics

a) [Embedded Certificate in Applied Data Analytics](#)

Request: Add

This certificate offers graduate students the option to gain a specialty in Data Analytics while in the MBA program. Students learn how to analyze large data sets and apply modern statistical techniques to solve real-world business problems. The certificate requires nine total credit hours including one required course (ECON 5208 Intro to Business Programming) and two electives chosen from four available (ECON 5408, ECON 5475, MKTG 6868, and ECON 6430). Students can complete the program in two semesters through a blend of online and in-person classes, or they have the flexibility to spread out the coursework to fit their schedules.

2) Department of Management

a) [Embedded Certificate in Cyber Security](#)

Request: Add

This certificate offers graduate students the option to gain a specialty in Cybersecurity while in the MBA program. Students learn the advanced technical skills and strategic insight needed to safeguard computer systems, networks, and sensitive data against cyber threats that

are growing in complexity and frequency. The certificate requires nine total credit hours including one required course (CISM 5355 Cybersecurity Operations) and two electives chosen from four available (CISM 6410, CISM 6420, CISM 6440, and CISM 6460).

Students can complete the program in two semesters through a blend of online and in-person classes, or they have the flexibility to spread out the coursework to fit their schedules.

3) Department of Marketing

a) [Embedded Certificate in Digital Marketing](#)

Request: Add

This certificate offers students the option to gain a specialty in Digital Marketing while in the MBA program. Students learn essential knowledge and practical skills in digital strategy, analytics, content creation, and campaign management. The certificate requires nine total credit hours including one required course (MKTG 6850 Analytical Methods in Marketing) and two electives chosen from three available (MKTG 5810, MKTG 5818, and MKTG 6815). Students can complete the program in two semesters through a blend of online and in-person classes, or they have the flexibility to spread out the coursework to fit their schedules.

b) [Embedded Certificate in Sales and Consumer Research](#)

Request: Add

This certificate offers students the option to gain a specialty in Sales and Consumer Research while in the MBA (Master of Business Administration) program. Students develop strategic and technical expertise in sales management, consumer behavior, and engagement. The certificate requires nine total credit hours from MKTG 6850, MKTG 5864, MKTG 5805 OR MKTG 6815. Students can complete the program in two semesters through a blend of online and in-person classes, or they have the flexibility to spread out the coursework to fit their schedules.

- IV. Vote on writing-intensive course designations (HIPs attributes) (see submissions in appendix)
- V. Old Business
- VI. New Business

Appendix:

Writing-Intensive Course HIPs Designations

UNIVERSITY OF WEST GEORGIA



DATE: March 25, 2026

TO: Faculty Senate Graduate Programs Committee (GPC)

FROM: Dr. David Newton, on behalf of the WIC Faculty Committee

GPC Faculty Colleagues:

The following graduate courses were submitted by faculty to receive the Writing-intensive Course (WIC) High Impact Practice attribute in Banner. Courses were reviewed in accordance with the [Writing-Intensive Course Criteria](#) that was approved by the Faculty Senate in December 2025.

The following table indicates the recommended designations for each course. Following the [Writing-Intensive Course Criteria](#), each course receives one or more of the following attributes:

I. USG Primary Code (ZWIP): This is the USG-mandated code that means “Writing-Intensive course meets the institution’s criteria as a High Impact Practice for Writing-Intensive” (Appendix I). All approved undergraduate and graduate writing-intensive courses receive the USG attribute.

II. UWG Undergraduate-Level Code: In addition to receiving the USG WIC attribute (ZWIP), undergraduate core courses at the 1000- and 2000-level (WIC1) and undergraduate upper-division courses at the 3000- and 4000-level (WIC2) receive a secondary institutional attribute to assist UWG in tracking student progression in writing-intensive courses. Graduate courses only receive the USG attribute (ZWIP).

Banner Code	Designation
ZWIP	A graduate or undergraduate course that meets the institution’s criteria as a High Impact Practice for Writing-intensive (USG Attribute).
WIC1	A core-level undergraduate course (1000- or 2000 level) that meets UWG’s criteria as a High Impact Practice for Writing-intensive (UWG Attribute).
WIC2	An upper-level undergraduate course (3000- or 4000 level) that meets UWG’s criteria as a High Impact Practice for Writing-intensive (UWG Attribute).

Per the approved criteria, the following recommendations are submitted to the Faculty Senate Undergraduate Programs Committee for review and approval. Once approved by the faculty senate, these courses will be sent to the Registrar for coding. Upon request, syllabi and other information about the courses listed below can be provided.

Graduate Course	Name	College or School	All Sections	USG Attribute
ENGL 5109 Film as Literature	Angela Insenga	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 5000 Studies in British Literature I	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 5002 Studies in British Literature II	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 5003 Studies in American Literature I	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 5005 Studies in America Literature II	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 5210 Advanced Creative Writing	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 5304 Advanced Writing in the Disciplines	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 5425 Dynamic Writing for Contemporary Audiences	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 5430 Ethics and Writing with AI	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 6105 Seminar in British Literature I	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 6110 Seminar in British Literature II	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 6115 Seminar in American literature I	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 6120 Seminar in American Literature II	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 6301 Studies in English Pedagogy	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 6405 Telling and Selling Your Story	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
HIST 6687 African American Religion	Larry Rivers	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP