

GRADUATE PROGRAMS COMMITTEE  
PATRICK HADLEY, CHAIR  
MEETING AGENDA

Date/Time: **February 7, 2023 at 9:30 AM Eastern Time via Zoom**

Join Zoom Meeting (Notice: Meeting will be recorded)

<https://westga-edu.zoom.us/j/89085118400>

Meeting ID: 890 8511 8400

One tap mobile

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+19294362866,,89085118400# US (New York)

Find your local number: <https://westga-edu.zoom.us/u/kcCTA7PqVk>

- I. Call to Order
- II. Minutes from January 10 meeting (see attachment)
- III. Program and Course Proposals

- A. College of Art, Culture, and Scientific Inquiry

1. Department of English, Film, Language, and Performing Arts

- a) [Master of Music with a Concentration in Music Performance, M.M.](#)

Request: Revise Program

Rationale: This change (see attachment for current admissions criteria and proposed admissions criteria) seeks to reduce challenges a non-traditional student may face in procuring recommendations when several years from their undergraduate work. The wording changes addresses the fact that recommenders have the opportunity to type their recommendation into a field as opposed to writing, signing, and uploading a more traditional recommendation "letter." Finally, the proposed change responds to encourage of the Graduate School Dean and parallels the change already approved for the MM Music, Music Education Concentration admissions process. We are confident that required transcripts, audition, and Grad Music Diagnosis Exam ensure that admitted students have the capacity to succeed in our program.

b) [MUSC 6086 – Advanced Music Teaching](#)

Request: Add New Course

Rationale: We have several graduate students who would be eligible for full classroom responsibility at UWG and to do so, they need to be trained and mentored. As we have an increasing number of applicants to our MM program for the purpose of achieving sufficient credentials to teach at the post-secondary level, we suspect the course will be popular with our graduate students.

B. College of Education

1. College-level

a) [EDUC 7001 – National Board Portfolio – Differentiation of Instruction](#)

Request: Add New Course

Rationale: This is a competency-based credit graduate course. All work required to receive credit should be previously completed by the student. Students must have previously achieved their National Board Professional Teaching Standards (NBPTS) Certification status prior to enrolling in this course. Students must send a link to their certification to graduate@westga.edu to receive credit for this course.

b) [EDUC 7002 – National Board Portfolio – Teaching Practice and Learning Environment](#)

Request: Add New Course

Rationale: This is a competency-based credit graduate course. All work required to receive credit should be previously completed by the student. Students must have previously achieved their National Board Professional Teaching Standards (NBPTS) Certification status prior to enrolling in this course. Students must send a link to their certification to graduate@westga.edu to receive credit for this course.

2. Department of Early Childhood through Secondary Education

- a) [Secondary Education, Ed.S., Concentrations in Biology, Broad Field Science, Business Education, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science](#)

Request: Revise Program

Rationale: We are removing two criteria for admission. The GACE assessment requirement is redundant because passing it is required for certification. We also are removing the 3-years of teaching at the post-master's level.

3. Department of Educational Technology and Foundations

- a) [Instructional Technology, Media and Design, Ed.S., Concentrations in Instructional Technology, School Library Media](#)

Request: Revise Program

Rationale: We are requesting two changes to the Ed.S. in Instructional Technology Program. 1. Additional Electives: We would like to add MEDT 7461, MEDT 7462, MEDT 7466, and MEDT 7499 to the electives list. MEDT 7461, MEDT 7462, and MEDT 7466 were left out when we transitioned program sheets a few years ago, and MEDT 7499 is a new course that is part of the computer science endorsement. We have been allowing these courses but utilizing petitions in Wolf Watch. This should help us reduce that administrative workload while also alerting students that these are viable elective options. 2. Two Tracks: We are requesting the split or creation of a new “track” within the Ed.S. in Instructional Technology concentration. Currently, students have the “option” to complete IT Certification (through the Georgia Professional Standards Commission [GaPSC]) at the Ed.S. (by completing the degree and the following courses: MEDT 7464, MEDT 7490, and MEDT 7476). However, the initial certification courses cannot be built in as requirements into our current concentration as students that completed their M.Ed. in IT at UWG

have completed the initial certification courses as part of that degree). As our program has grown, we have encountered advising issues with students completing the “degree hours” but not completing the certification courses. For this purpose, we request the creation of two “tracks” within the Instructional Technology concentration. --One track (IT Certification) will be for students pursuing initial IT Certification with the GaPSC, which will include the IT Certification courses (MEDT 7464, MEDT 7490, and MEDT 7476) as requirements. --The second track (General) will be for students who already possess IT Certification or are not pursuing IT Certification from the GaPSC (e.g., a non-Georgia educator or a non-P12 educator).

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

Request: Revise Program

Rationale: M.Ed. IT Changes Within the Instructional Technology Concentration of the M.Ed. in Instructional Technology, Media,

and Design, we are requesting the following changes: 1. Credit Hour Reduction: We are requesting to reduce our current credit hours required for degree completion from 36 to 30 by removing two potential electives. We are pursuing this reduction to match our competitors and better align with USG recommendation regarding Masters degrees. 2. Program of Study changes:

Currently, our IT Certification classes across degree programs are inconsistent. When we aligned to the new Georgia Professional Standards Commission IT standards, we aligned the standards to the same courses across all degree programs (MEDT 7464, MEDT 7490, and MEDT 7476). For this reason, we request changing the Instructional Technology Certification segment of the Program to reflect these courses. The existing IT Focused Core will now include MEDT 7461 and MEDT 7468. The purpose of this change

is to make the IT Certification courses consistent across all degree programs. Additionally, we would like to add MEDT 7499, a new course that is part of the computer science endorsement, as a potential elective M.Ed. SLM Changes (Dual) 1. Program of Study changes: Currently, our IT Certification classes across degree programs are inconsistent. When we aligned to the new Georgia Professional Standards Commission IT standards, we aligned the standards to the same courses across all degree programs (MEDT 7464, MEDT 7490, and MEDT 7476). For this reason, we request changing the Instructional Technology Certification segment of the Program to reflect these courses.

#### 4. Department of Leadership, Research, and School Improvement

a) [EDRS 7000 Data Analytics](#)

Request: Add New Course

Rationale: This class will be a capstone course for the Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods. While students have a wide range of options in selecting the other courses included in the program, EDRS 7000 Applied Data Analysis will be the only class all students must complete to obtain the certificate. The course will include a program capstone assessment consisting of an applied data analysis project. The data analysis project will require students to collect/locate and analyze data, interpret the findings, produce a data analysis report, and propose a clear action plan. This project will help assess the effectiveness of the program's student learning outcomes.

b) [Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods](#)

Request: Revise Program

Rationale: Changes to the program aim to increase student enrollment by addressing market demand through additional discipline specific options such as educational research courses in

the program of study. We aim to make the certificate more attractive to students by reducing the total number of credit hours required for completion from 15 to 12 (we removed the requirement of one elective course). Another significant change is including a capstone course that all students must take to earn the certificate. This course will include a program assessment consisting of an applied data analytics project. This assessment will help evaluate the relevance and effectiveness of the program. We also revised the wording of the program learning outcomes to increase the measurability of these objectives and improve the alignment with the curriculum and the program assessment.

#### 5. Department of Literacy and Special Education

##### a) [Reading Instruction, M.Ed.](#)

Request: Revise Program

Rationale: First, we propose modifying the catalog description to emphasize that candidates will learn research-based strategies aligned with structured literacy (the science of reading) and balanced literacy as complementary approaches to effective language and literacy instruction. The new catalog description will also note that the program prepares graduates to serve as literacy specialists and instructional leaders in their respective schools and districts. Updating the catalog description will ensure the program is aligned with the latest terminology in the field and thus make the program more marketable and appealing to potential students.

Next, we propose adding a new Area of Concentration to Area III of the plan of study for Dyslexia. The department now offers a Dyslexia Endorsement, which is very popular. Being able to transfer Dyslexia Endorsement credits into the M.Ed. in Reading Instruction program will make the program more marketable and appealing. With the proposed changes, students may

concentrate/specialize in ESOL, Dyslexia, or Educational Leadership, depending on their interests and existing certifications.

Lastly, program curriculum modifications include (1) removing MEDT 7461: Instructional Design (Area IV) from the plan of study and (2) adding two courses to the Language and Literacy Concentration (Area I): READ 7240: TESOL – Literacy, Linguistics, and Second Language Acquisition (existing course; 3 credit hours) and READ 6705: Comprehensive Final Exam (new course; 0 credit hours).

Graduates have stated on program surveys that MEDT 7461 is designed specifically for school librarians and media specialists and is not relevant to educators and instructional leaders in language and literacy education. Department chairs and program coordinators in both departments (Educational Technology and Foundations, home of MEDT 7461) and Literacy and Special Education (home of M.Ed. in Reading Instruction) support removing MEDT 7461 from the plan of study. All Program Learning Objectives are covered in existing READ courses.

Adding READ 7240 will expose candidates to English to Speakers of Other Languages (ESOL) competencies even if students choose not to complete the ESOL track for Area III. Because one of the Dyslexia Endorsement courses (READ 7263) is already part of the Language and Literacy Concentration (Area I), adding READ 7240 to Area I will ensure students have completed one of the three courses required for either the ESOL or Dyslexia Endorsement in Area I, thus allowing candidates to complete either endorsement as part of the program.

Regarding the addition of READ 6705, program faculty are currently notified by the Office of the Registrar with a list of tentative program graduates at the end and beginning of each semester. After receiving this list, literacy faculty reach out to every student listed via their UWG email to provide them with specific instructions on how to register and prepare for their required Comprehensive Final Exam. Notices of the exam are also posted by all literacy faculty in their current graduate-level READ courses. However, even with these two methods of notification in place, each semester one to two students on the tentative program graduates list do not register for the exam on time. Having a zero-credit placeholder course will help ensure every student on the tentative program graduates list registers and completes the Comprehensive Final Exam required for graduation.

## C. Richards College of Business

### 1. Department of Accounting and Finance

- a) [Combined Master of Professional Accounting, MPAcc and Master of Business Administration, M.B.A.](#)

Request: Revise Program

Rationale: To reflect changes consistent with the MPAcc and MBA programs.

- b) [Master of Professional Accounting, MPAcc](#)

Request: Revise Program

Rationale: To remove several courses to be consistent with the Foundation Courses requirement for the MBA program (other than ACCT 2101 and ACCT 2102 which are required for the MPAcc program).

### 2. Department of Management

- a) [Master of Business Administration, M.B.A.](#)

- b) Request: Revise Program

- c) Rationale: The MBA Program is working with other programs on campus to highlight the interdisciplinary opportunities through our elective options. In time, this selection of electives will also help us to develop combined program opportunities.

#### D. Tanner Health System School of Nursing

##### 1. School-Level

- a) [Health Systems Leadership Post-Master's Certificate, Clinical Nurse Leader](#)

Request: Delete Program

Rationale: There have been no new students admitted into the program for two years. All past students have completed the program and graduated. Additionally, the program curriculum does not meet the certificate requirements for graduate school. THS SON does not plan to change the program to meet the graduate school certificate requirements. Therefore, we request the program be terminated.

- b) [Health Systems Leadership Post-Master's Certificate, Leader/Manager](#)

Request: Delete Program

Rationale: There have been no new students admitted into the program for two years. All past students have completed the program and graduated. Additionally, the program curriculum does not meet the certificate requirements for graduate school. THS SON does not plan to change the program to meet the graduate school certificate requirements. Therefore, we request the program be terminated.

- c) [Nurse Educator Post-Master's Certificate](#)

Request: Delete Program

Rationale: There have been no new students admitted into the program for two years. All past students have completed the

program and graduated. Additionally, the program curriculum does not meet the certificate requirements for graduate school.

THSSON does not plan to change the program to meet the graduate school certificate requirements. Therefore, we request the program be terminated.

IV. New Business

A. Graduate School Policy Proposal

1. Transfer Credit (see separate attachment)

B. Comprehensive Program Review process and assignments

C. Chair-Elect Selection (Chair for 2023-2024 Academic Year)

V. Announcements

A. GPC meeting schedule for remainder of Spring Semester 2023

1. Tuesday, March 7<sup>th</sup> from 11:00 am – 12:30 pm

2. Tuesday, April 4<sup>th</sup> from 9:30 am – 11:00 am

B. Other Announcements

VI. Adjourn