

GRADUATE PROGRAMS COMMITTEE MEETING AGENDA

Date/Time: **October 26, 2023 at 11:00 AM Eastern Time via Zoom**

Zoom Meeting Link: <https://westga-edu.zoom.us/j/86041839843?pwd=bThaajZlky9aU093RG80bndHLzZpUT09>

Meeting ID: 860 4183 9843

Passcode: 344172

- I. Call to Order
- II. Approval of [September 28, 2023 Minutes](#)
- III. Charge to Committee Per UWG President
 - A. Subcommittee Request – Mentorship & Graduate Programs
- IV. Program and Course Proposals

A. College of Arts, Culture, and Scientific Inquiry (CACSI)

1. Department of Anthropology, Psychology, and Sociology

a) *Sociology MA*

Request: Modify Program Modality

Rationale: This change will broaden our appeal to students who cannot regularly commute to Carrollton and expands our recruitment pool to many more prospective students. After making this change, we will be the only Sociology MA in Georgia to offer synchronously online courses. We will be uniquely positioned to offer students both the convenience of online classes along with high-quality teaching and mentoring. See Appendix A: p.12-14

B. College of Education (COE)

1. Department of Sports Management, Wellness, and Physical Education

a) *Integrated Health and Wellness, M.S.*

Request: Remove Letter of Recommendation for Program Admission

Rationale: We would like to remove the reference letter requirement for program admission primarily because it has been a barrier to application for many students. Additionally, because students typically seek references from individuals who would speak favorably, the letters don't provide much useful information in the decision-making process.

2. Department of Sports Management, Wellness, and Physical Education

a) *Health, Phy. Educ., Wellness, and Sport Ed.S*

Request: New Program Request

Rationale: The proposed Ed.S. program in Health, Physical Education, Wellness, and Sport aligns well with UWG's mission and strategic priorities of relevance, competitiveness, and placemaking. By meeting unmet demand for advanced degrees among K-12 health and physical education professionals statewide, providing specialized wellness content in an accessible online format, leveraging UWG's reputation in the field, and cultivating connections with

school districts, the program makes UWG more relevant, competitive, and rooted in its sense of place in serving Georgia educators. The program fits nicely within the strategic aims to be responsive to student and market needs, differentiate the university, and foster an inclusive environment.

See Appendix B: p. 15

3. Department of Sports Management, Wellness, and Physical Education

a) PHED 8600 The Development & Advancements of Phy. Educ. & Sport

Request: New Course Request

Rationale: This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.

See Appendix C: p. 15-16

3. Department of Sports Management, Wellness, and Physical Education

a) PHED 8610 Current Issues in Health & Wellness

Request: New Course Request

Rationale: This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.

See Appendix C: p. 15-16

4. Department of Sports Management, Wellness, and Physical Education

a) PHED 8620 Practitioner Research in Health, Physical Education, Wellness, & Sport

Request: New Course Request

Rationale: This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.

See Appendix C: p. 15-16

5. Department of Sports Management, Wellness, and Physical Education

a) PHED 8630 Leadership, Supervision, & Program Evaluation in Health, Phy. Educ., Wellness, & Sport

Request: New Course Request

Rationale: This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.

See Appendix C: p. 15-16

6. Department of Sports Management, Wellness, and Physical Education

a) PHED 8640 Incorporating Students w/Disabilities in Health, Phy. Educ., Wellness, & Sport

Request: New Course Request

Rationale: This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.

See Appendix C: p. 15-16

7. Department of Sports Management, Wellness, and Physical Education

a) PHED 8650 Advanced Theory & Application in Coaching Education

Request: New Course Request

Rationale: This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.

See Appendix C: p. 15-16

3. Department of Early Childhood through Secondary Education and Reading

a) Secondary Education MAT, Concentrations in Secondary Education: Biology, Broad Field Science, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science.

Request: Modify Course Modality to Fully Online

Rationale: 1. SEED 7291 is being increased to 3 credits from 2 and SEED 7291L is being dropped from the program sheet. SEED 7291 and 7291L used to be offered in the spring and 7291L was the field experience course attached to it. We are now teaching 7291 in the summer and because school is in session we cannot pair the courses together anymore. The class has had an increase in workload overtime and is a 3 credit workload. The field experience covered by SEED 7291L will now be covered in the fall by SEED 6260.

2. We are eliminating the 0 credit SEED 6200, which was the comprehensive exam. Students have historically needed to come to campus to take this exam, but we are moving the program to fully online so we no longer need this course. We will still provide students a comprehensive exam, but it will now be completed as part of SEED 7289.

3. We have moved the program to fully online so the program description has had a minor edit to reflect the change from "mostly online" to "fully online." The program only had 2 classes that required a campus presence so it is not a large change to transition to fully online.

4. The business education concentration is being removed. This concentration has had less than 7 students enrolled over the last 3 years and we do not have a business educator on staff to provide the required content courses. We cannot successfully hire an adjunct because we cannot pay them for a full course load at such low enrollment.

5. Removed an advising note on the program sheet about History students needing to take a Georgia History class. This is no longer a Georgia PSC requirement so the note has been removed.

See Appendix D: p. 17-19

4. Department of Early Childhood through Secondary Education and Reading

a) Secondary Education Ed.S., Concentrations in Secondary Education: Biology, Broad Field Science, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science

Request: Combine Courses

Rationale 1. In order to streamline the program and to remove a financial aid barrier for students we are combining the 1 credit SEED 8202 course with the 2 credit SEED 8200 course to make one 3 credit SEED 8200 course.

2. We are also removing the Business Education concentration because they have low enrollment and we do not have business education faculty on staff in this concentration to support these students through their culminating project.

See Appendix E: p.20-21

5. Department of Early Childhood through Secondary Education and Reading

a) [SEED 8200: Culminating Project SEED Ed.S.](#)

Request: Combine Courses

Rationale We are combining 2 classes (SEED 8200 and SEED 8202) that totaled 3 credits. Instead of doing the final program project in a 2 credit and 1 credit course students will complete the project in one 3 credit course. The objectives for both courses have been combined. This will better streamline the end of the program for students and will also solve a financial aid issue that occurs on occasion because of separate 2 credits and 1 credit courses.

See Appendix F: p.19-20

6. Department of Early Childhood through Secondary Education and Reading

a) [SEED 7291 – Classroom Instruction and Management](#)

Request: Modify course hour credit

Rationale The course was previously taught in the spring or fall semester and had a 1 credit lab class attached to it for field experience. However, because the course is now in the summer it no longer needs a 1 credit lab as an addition because there are no field placements in the summer. The course itself has morphed into a course that has 3 credits worth of work and should reflect the increased workload.

See Appendix G: p. 21-22

7. Department of Counseling, Higher Education, & Speech Lang. Pathology

a) [CEPD 8153: Advanced Therapy Topics in Counseling](#)

Request: Modify plan of study

Rationale In review of program evaluation data, the faculty will be submitting a proposal to slightly revise the plan of study for the Ed.S. in Professional Counseling. This course will be added to the plan of study to replace CEPD 8184, Quantitative Analysis. The proposed course, CEPD 8153, is intended to serve as a special topics course, for which the focus can change in response to trends in the field of Professional Counseling. As such, the course description and SLOs are written in a general way to enable the program to modify the focus of the course in response to new and emerging trends/issues in the field.

See Appendix H: p.23-24

C. College of Arts, Culture, and Scientific Inquiry (CACSI)

1. Department of Natural Sciences

a) *BIOL 6999 Thesis*

Request: Modify Credit Hours, Catalog Description, Grading Structure, Repeat for Credit, Prerequisites, and Credit toward Graduation

Rationale The program approved a change last year, reducing the required thesis credits from 3 to 1 credit. As such, this course needs to be changed from variable credit to 1 credit. Other requested changes address missing information in the course catalog, including the course description, grading structure, and allowance of only 1-course credit toward graduation. Students should only register for a thesis in the semester of planned defense, so instructor approval from their thesis advisor has been added as a prerequisite.

2. Department of Natural Sciences

a) *BIOL 6995 Comprehensive Exam*

Request: Modify Credit Hours, Frequency of Course Offering, Repeat for Credit, Grading Structure, Prerequisite

Rationale The graduate program changed the required credit for the comprehensive exam from 2 to 1 credits last year. This change in the course brings it into alignment with the program. Other changes are included to assign the grading structure and frequency of the course offering, which were missing. An addition of the prerequisite for instructor approval is being added to the course. The exam can only be registered for if a graduate advisor supervises the course. Currently, this prerequisite was implied but not officially listed.

3. Department of Natural Sciences

a) *BIOL 6986 Graduate Biological Internship*

Request: Modify Credit Hours

Rationale Currently, we do not have a way to allow for course credit for graduate students who are doing internships and volunteering. We want to encourage graduate students (Particularly nonthesis students) to engage in these opportunities that could further their career outcomes. This includes shadowing doctors and veterinarians, volunteering at a nonprofit, and other opportunities. This course also provides another option for 6000-level course credits. Graduate students need 15 total 6000-level credits. The Biology graduate curriculum committee and the biology graduate faculty voted to add this course to the curriculum.

See Appendix I: p.25-26

4. Department of Natural Sciences

[a\) BIOL 6526 *Vertebrae Histology*](#)

Request: Modify Credit Hours, Course title, Pre-requisites, Repeat for Credit

Rationale The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit. No prerequisites are required for graduate student enrollment. A slight title change is being made to indicate that the focus of the class is on vertebrates.

5. Department of Natural Sciences

[a\) BIOL 6513 *Human Physiology*](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit towards graduation.

6. Department of Natural Sciences

[a\) BIOL 5713 *Parasitology*](#)

Request: Modify Credit Hours, Prerequisites, Repeat for Credit

Rationale The course includes a 3-hour lab and 3 hours of lecture each week. As such, the credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. In addition, the course accidentally had undergraduate prerequisites, which should not be included on most graduate courses. We are removing the following prerequisites: BIOL 1107 or BIOL 2107 (Principles of Biology I) with a minimum grade of C; BIOL 1108 or BIOL 2108 (Principles of Biology II with a minimum grade of C; and either BIOL 3310 (Microbiology) or BIOL 3526 (Histology). Students should only be allowed to take the course once for credit.

7. Department of Natural Sciences

[a\) BIOL 5733 *Animal Nutrition*](#)

Request: Make a graduate level course

Rationale Currently offered at the undergraduate level. The class has been offered several times successfully as a BIOL 6985 Special Topics. It is a required course for many veterinary programs. Having the course listed at the graduate level will help attract students who are enrolling in the nonthesis program to improve their knowledge and academic standing in preparation for applying to veterinary school. The class has been offered several times successfully as a BIOL 6985 Special Topics during the maymester. This course adds depth to our summer offerings and is linked to a relevant topic that interests students. The Biology graduate curriculum committee and the biology graduate faculty voted to add this course to the curriculum. This course is cross-leveled

with BIOL 4733 and contains additional rigor/assignments for the graduate BIOL 5733 course.

Appendix J: p.27

8. Department of Natural Sciences

a) [BIOL 5730 Emerging Pathogens](#)

Request: Modify credit hours, Repeat for Credit

Rationale The course includes 4 hours of lecture each week. As such, credit hours are being shifted from 3 to 4 credit hours to reflect the workload. Students should only be allowed to take the course once for credit towards graduation.

9. Department of Natural Sciences

a) [BIOL 5729 Medical Virology](#)

Request: Modify credit hours, Repeat for Credit

Rationale The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

10. Department of Natural Sciences

a) [BIOL 5728 Bacterial Pathogenesis](#)

Request: Modify credit hours, Repeat for Credit

Rationale The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

11. Department of Natural Sciences

a) [BIOL 5727 Essentials of Immunology](#)

Request: Modify credit hours, Repeat for Credit

Rationale The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

12. Department of Natural Sciences

a) [BIOL 5631 Genetics & Medical Genetics](#)

Request: Modify credit hours, Catalog description, Course title, Repeat for Credit

Rationale The course includes 4 hours of lecture each week. As such, the lecture hours are being shifted from 3 to 4, and credit hours are being shifted from 3 to 4 credit hours to reflect the workload. Students should only be allowed to take the course once

for credit. The course title and description are being minorly updated to reflect what is currently taught in the course.

13. Department of Natural Sciences

[a\) BIOL 5541 Plant Physiology](#)

Request: Modify credit hours, Repeat for Credit

Rationale The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

14. Department of Natural Sciences

[a\) BIOL 5450 Terrestrial Ecology](#)

Request: Modify credit hours, Repeat for Credit

Rationale The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

15. Department of Natural Sciences

[a\) BIOL 5445 Marine Biology](#)

Request: Modify credit hours, Repeat for Credit

Rationale The course includes 4 hours of lecture each week. As such, credit hours are being shifted from 3 to 4 credit hours to reflect the workload. Students should only be allowed to take the course once for credit.

16. Department of Natural Sciences

[a\) BIOL 5441 Animal Behavior](#)

Request: Modify credit hours, Repeat for Credit

Rationale The course includes 4 hours of lecture each week. As such, credit hours are being shifted from 3 to 4 credit hours to reflect the workload. Students should only be allowed to take the course once for credit.

17. Department of Natural Sciences

[a\) BIOL 5440 Aquatic Ecology](#)

Request: Modify credit hours, Repeat for Credit

Rationale The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

18. Department of Natural Sciences

a) [BIOL 5427 Conservative Biology](#)

Request: Modify credit hours, Catalog description, Repeat for Credit

Rationale The course includes a 3-hour lab and 3 hours of lecture each week. As such, credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit. Two minor grammatical changes are needed in the course description.

19. Department of Natural Sciences

a) [BIOL 5425 Fire Ecology](#)

Request: Modify credit hours, Prerequisites, Repeat for Credit

Rationale The course includes 3 hours of lecture and 3 hours of lab each week. As such, the credit hours are being shifted from 3 to 4 credit hours to reflect the workload. In addition, the instructor approval prerequisite is being removed at the request of the instructor. Students should only be allowed to take the course once for credit.

20. Department of Natural Sciences

a) [BIOL 5424 Wildlife Habitat Ecology](#)

Request: Modify credit hours, Prerequisites, Repeat for Credit

Rationale The course includes a 3-hour lab and 3 hours of lecture each week. As such, the credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. In addition, the course accidentally had BIOL 2108 and 2108L prerequisites, which should not be included on graduate courses. Students should only be allowed to take the course once for credit.

21. Department of Natural Sciences

a) [BIOL 5321 Applied & Environmental Microbiology](#)

Request: Modify credit hours, Repeat for Credit

Rationale The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

22. Department of Natural Sciences

a) [BIOL 5315 Bacterial Genetics](#)

Request: Modify credit hours, Repeat for Credit

Rationale The course includes a 3-hour lab and 3 hours of lecture each week. As such, credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

23. Department of Natural Sciences

[a\) BIOL 5266 Molecular Ecology](#)

Request: Modify credit hours, Prerequisites, Repeat for Credit

Rationale The course includes 4 hours of lecture each week. As such, the credit hours are being shifted from 3 to 4 credit hours to reflect the workload. In addition, the course accidentally had a BIOL 2108 prerequisite, which should not be included on graduate courses. Students should only be allowed to take the course once for credit.

24. Department of Natural Sciences

[a\) BIOL 5245 Ichthyology](#)

Request: Modify credit hours, Repeat for Credit

Rationale The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

25. Department of Natural Sciences

[a\) BIOL 5242 Invertebrate Zoology](#)

Request: Modify credit hours, Repeat for Credit

Rationale The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 1 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

26. Department of Natural Sciences

[a\) BIOL 5241 Entomology](#)

Request: Modify credit hours, Repeat for Credit

Rationale The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit

27. Department of Natural Sciences

[a\) BIOL 5130 Climate Change Biology](#)

Request: Add Course

Rationale The class has been offered several times successfully as a BIOL 6985 Special Topics during the maymester. This course adds depth to our summer offerings and is linked to a relevant topic that interests students. The Biology graduate curriculum committee and the biology graduate faculty voted to add this course to the curriculum. This course is cross-leveled with BIOL 4130 and contains additional rigor/assignments for the graduate BIOL 5130 course.

See Appendix K: p. 27

Information Items:

1. FGC:

a. Professional Counseling M. Ed. – Program Modification; Add 2 Pre-Approved Elective Courses : p.27

(1) CEPD 7160: Gender & Sexuality

(2) CEPD 7163: Trauma Counseling

VI. New Business

A. Policy Recommendation: [Degree Completion](#) – Request for Feedback

VII. Old Business

A. Chair-Elect Selection (Chair for 2024-25 Academic Year)

B. Next Meeting – November 16, 2023 (11:00 a.m.)

V. Adjourn

Appendix A: Attachments

Master of Arts in Sociology:

Attachment #1: Teach out Plan Face to Face

https://drive.google.com/file/d/1fb7giuONQKQ6Pumy67bn7jr33QTfaeLv/view?usp=share_link

Attachment #2:

Academic Year Program Map MA in Sociology Concentration: Thesis Track			
YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
SOCI 6013 – Social Research	3	SOCI 6003 – Advanced Statistics for Sociology	3
Elective	3	SOCI 6305 – Advanced Sociological Theory	3
Elective	3	Elective	3
SEMESTER TOTAL	9	SEMESTER TOTAL	9
Milestones		Milestones	
		<ul style="list-style-type: none"> Decide between tracks. Find a faculty member to serve as chair. Submit Track and Chair Declaration Form to DGS. 	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
SOCI 6882 – Thesis Preparation	3	SOCI 6999 – Thesis	3
Elective	3	Elective	3
Elective	3	Elective	3
SEMESTER TOTAL	9	SEMESTER TOTAL	9
Milestones		Milestones	

**Academic Year
Program Map
MA in Sociology
Concentration: Applied Track**

YEAR 1

TERM 1		TERM 2	
Course	Credits	Course	Credits
SOCI 6013 – Social Research	3	SOCI 6003 – Advanced Statistics for Sociology	3
Elective	3	SOCI 6305 – Advanced Sociological Theory	3
Elective	3	Elective	3
SEMESTER TOTAL	9	SEMESTER TOTAL	9
Milestones		Milestones	
		<ul style="list-style-type: none"> Decide between tracks. Find a faculty member to serve as chair. Submit Track and Chair Declaration Form to DGS. 	

YEAR 2

TERM 1		TERM 2	
Course	Credits	Course	Credits
SOCI 6286 - Internship	3	SOCI 6986 – Applied Project	3
Additional Methods Course or Elective	3	Additional Methods Course or Elective	3
Elective	3	Elective	3
SEMESTER TOTAL	9	SEMESTER TOTAL	9
Milestones		Milestones	
		<ul style="list-style-type: none"> Complete Applied Project. 	
		<ul style="list-style-type: none"> Defend thesis and submit to ProQuest before ProQuest deadline. 	

**Academic Year
Program Map
MA in Sociology
Concentration: Mid-Career Track**

YEAR 1

TERM 1		TERM 2	
Course	Credits	Course	Credits
SOCI 6013 – Social Research	3	SOCI 6003 – Advanced Statistics for Sociology	3
Elective	3	SOCI 6305 – Advanced Sociological Theory	3
Elective	3	Elective	3
SEMESTER TOTAL	9	SEMESTER TOTAL	9
Milestones		Milestones	
		<ul style="list-style-type: none"> • Decide between tracks. • Find a faculty member to serve as chair. • Submit Track and Chair Declaration Form to DGS. 	

YEAR 2

TERM 1		TERM 2	
Course	Credits	Course	Credits
Additional Methods Course or Elective	3	SOCI 6986 – Applied Project	3
Elective	3	Additional Methods Course or Elective	3
Elective	3	Elective	3
SEMESTER TOTAL	9	SEMESTER TOTAL	9
Milestones		Milestones	
		<ul style="list-style-type: none"> • Complete Applied Project. 	

Appendix B: Attachments

Health, Physical Education, Wellness, and Sport, Ed.S.

Attachment #1: Academic Program Approval Form (Summer 2023)

https://docs.google.com/document/d/1zZFgXiM3u9WNtW4cw2G4SFPpCaGYqBTl/edit?usp=share_link&oid=108918683437825392663&rtpof=true&sd=true

Attachment #2: Assessment Plan – Specialist Degree in Health, Phy. Educ., Wellness, & Sport

https://docs.google.com/spreadsheets/d/1EHQ7ZuiEQunjbs_P6wqpSAry6vuLzYyx/edit?usp=share_link&oid=108918683437825392663&rtpof=true&sd=true

Attachment #3: Curriculum Map - – Specialist Degree in Health, Phy. Educ., Wellness, & Sport

https://docs.google.com/spreadsheets/d/1bL-XQsr867kPou4V94U1Gl2ceYG5cJvQ/edit?usp=share_link&oid=108918683437825392663&rtpof=true&sd=true

Appendix C: Attachments

Health, Physical Education, Wellness, and Sport, Ed.S.

Attachment #1: PHED 8600 The Development and Advancement of Physical Education and Sport

https://docs.google.com/document/d/1VqpXNNJPGnfcXJPkGWIRWZr8pgeUY4Oy/edit?usp=share_link&oid=108918683437825392663&rtpof=true&sd=true

Attachment #2: PHED 8610 Current Issues in Health & Wellness

https://docs.google.com/document/d/1zAaUyx4C8Vweicb4j7jhHuocRj0vj_gD/edit?usp=share_link&oid=108918683437825392663&rtpof=true&sd=true

Attachment #3: PHED 8620 Practitioner Research in Health, Phy. Educ. Wellness, & Sport

https://docs.google.com/document/d/1E0tPXhcHhJkYPt4sWxNWoNIntlr9LYt8/edit?usp=share_link&oid=108918683437825392663&rtpof=true&sd=true

Attachment #4: PHED 8630 Leadership, Supervision, & Program Evaluation in Health, Phy. Ed., Wellness & Sport

https://docs.google.com/document/d/1dh1FiUpBx3Kn0_qdFaujMsp81H2Grjy9/edit?usp=share_link&oid=108918683437825392663&rtpof=true&sd=true

Attachment #5: PHED 8640 Incorporating Students w/ Disabilities in Health, Physical Education, Wellness & Health

https://docs.google.com/document/d/1dh1FiUpBx3Kn0_qdFaujMsp81H2Grjy9/edit?usp=share_link&oid=108918683437825392663&rtpof=true&sd=true

Attachment #6: PHED 8650 Advanced Theory & Application in Coaching Education

https://docs.google.com/document/d/1h65u5XU1oUJWcW-zRRbPRYNk_NpidOVp/edit?usp=share_link&oid=108918683437825392663&rtpof=true&sd=true

Appendix D: Attachments

Secondary Education MAT Concentrations in Secondary Education: Biology, Broad Field Science, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science.

Attachment #1: Teach out Plan for Business Education MAT students

The only disruption to the business education students is SEED 6265, which we cannot staff. Students will take MEDT 7461 in place of SEED 6265/SEED 6260. Students will continue to complete their field experience as required by the GaPSC.

Attachment #2:

Master of Arts in Teaching Secondary Education Plan of Study

Name _____ Student ID _____

Courses	Credits	Semester Planned	Grade
Professional Education Foundation	15		
1. SPED 6706 Special Education in the Regular Classroom	3		
2. CEPD 6101 Psychology of Classroom Learning	3		
3. SEED 6111 Introduction to the Secondary School Field Experience	0		
4. SEED 7291 Classroom Instruction and Management	3		
5. MEDT 6401 Instructional Technology	3		
6. EDRS 6342 School and Classroom Assessment	3		
Pedagogical Content Courses	9		
7. SEED 6261 & 6260 Instructional Strategies for English Ed* & Lab, or SEED 6262 & 6260 Instructional Strategies for Social Studies Ed* & Lab, or SEED 6263 & 6260 Instructional Strategies for Science Ed* & Lab, or SEED 6264 & 6260 Instructional Strategies for Mathematics Ed* & Lab, or Another approved graduate course in content field instructional strategies*	3		
8. MEDT 7461 Instructional Technology, Media, & Design, or CURR 6575 Curriculum Trends and Issues, or ECSE 7500 Diverse Classrooms in a Global Society, or ECSE 7560 Contemporary Issues in Education, or ECSE 7564 Content Area Literacy Instruction, or SEED 7266/ECSE 7566 Advanced Instructional Strategies for the 21 st Century Classroom	3		
9. Graduate course in content area or content pedagogy (may take ECSE 7564 or ECSE 7566 if not taken for #8)	3		
Internship	6		
10. SEED 7288 Teaching Internship	3		
11. SEED 7289 Teaching Internship Seminar†	3		
Total Professional Education Courses	30		

* Strategies course must match primary content area.

SEE PROGRAM NOTES ON REVERSE SIDE.

STUDENT SIGNATURE: _____ DATE: _____

ADVISOR SIGNATURE: _____ DATE: _____

(2) Teacher Education, M.A.T.: 2024-2025 Graduate Revise Program Request

Department	Senate Review Required?	Presenter	Action	Outcome
ECE-READ	Yes	Brent Gilles	Program Modification	Approved

Link to Proposal in Curriculog:

<https://westga.curriculog.com/proposal:3421/form>

Program Description*

The Master of Arts in Teaching is available for those who would like to add a Georgia Educator Certificate to an existing undergraduate degree. The MAT in Teacher Education is delivered fully online, with field experiences in public schools, and leads to a master's degree with teaching certification in grades 6-12. The program is a good fit for those who are career changers, provisionally-certified teachers, or recent college graduates. Refer to the College of Education Department of Early Childhood through Secondary Education website for GaPSC-approved undergraduate degrees and their associated content fields in secondary education. For admission, students must have an approved undergraduate degree with a 2.7 GPA; must complete the required Georgia Educator Ethics Assessment; and must pass the GACE Content Assessment in their selected teaching field. No GRE required. There are field experiences required in select courses and one full semester of student teaching is required.

Desired Effective Semester: Summer 2024

1. CEPD - 6101 - Psychology of Classroom Learning
2. CURR - 6575 - Curriculum Trends and Issues
3. ECSE - 7500 - Diverse Classrooms in Global Society
4. ECSE - 7560 - Contemporary Issues in Education
5. ECSE - 7564 - Content Area Literacy Instruct
6. ECSE - 7566 - Advanced Instructional Strategies for 21st Century
7. EDRS - 6342 - School and Classroom Assessment
8. MEDT - 6401 - Instructional Technology
9. MEDT - 7461 - Instructional Technology, Media, & Design
10. SEED - 6111 - Introduction to the Secondary School Field Experience
11. SEED - 6200 - Comprehensive Exam for the Master of Education
12. SEED - 6260 - Instructional Strategies in Secondary Schools Laboratory
13. SEED - 6261 - Instructional Strategies for English Education in Secondary Schools
14. SEED - 6262 - Instructional Strategies for Social Studies Education in Secondary Schools
15. SEED - 6263 - Instructional Strategies for Science Education in Secondary Schools
16. SEED - 6264 - Instructional Strategies for Math Education in Secondary Schools
17. SEED - 6265 - Instructional Strategies for Business Education in Secondary Schools
18. SEED - 7266 - Advanced Instructional Strategies for the 21st Century Classroom
19. SEED - 7288 - Teaching Internship
20. SEED - 7289 - Teaching Internship Seminar
21. SEED - 7291 - Classroom Instruction and Management
22. SPED - 6706 - Special Education in the Regular Classroom

Rationale

1. SEED 7291 is being increased to 3 credits from 2 and SEED 7291L is being dropped from the program sheet. SEED 7291 and 7291L used to be offered in the spring and 7291L was the field experience course attached to it. We are now teaching 7291 in the summer and because school is in session we cannot pair the courses together anymore. The class has had an increase in workload overtime and is a 3 credit workload. The field experience covered by SEED 7291L will now be covered in the fall by SEED 6260. 2. We are eliminating the 0 credit SEED 6200, which was the comprehensive exam. Students have historically needed to come to campus to take this exam, but we are moving the program to fully online so we no longer need this course. We will still provide students a comprehensive

exam, but it will now be completed as part of SEED 7289. 3. We have moved the program to fully online so the program description has had a minor edit to reflect the change from "mostly online" to "fully online." The program only had 2 classes that required a campus presence so it is not a large change to transition to fully online. 4. The business education concentration is being removed. This concentration has had less than 7 students enrolled over the last 3 years and we do not have a business educator on staff to provide the required content courses. We cannot successfully hire an adjunct because we cannot pay them for a full course load at such low enrollment. 5. Removed an advising note on the program sheet about History students needing to take a Georgia History class. This is no longer a Georgia PSC requirement so the note has been removed.

SLOs
N/A

Appendix E: Attachments

Secondary Education Ed.S. Concentrations in Secondary Education: Biology, Broad Field Science, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science.

Attachment #1: Teach out Plan for Secondary EdS Business Education

These students do not need modifications to the program because the program sheet dictates their classes to them, except for the content pedagogy courses. We will continue to support them in finding appropriate courses to fill these 6 credits. The courses are appropriate 6xxx level or higher courses offered by RCOB or COE that are identified by students according to need and approved by their advisor. Student needs vary widely and so do the courses they choose for these 6 credits. We will continue to support them through the culminating research project, which our faculty can support by understanding the appropriate research methods.

Attachment #2:

EDUCATION SPECIALIST SECONDARY EDUCATION PLAN OF STUDY

Name: _____

ID#: _____

PLAN OF STUDY	HRS	GR	SEMESTER PLANNED	SUB
Professional Education	9			
1. ECED 8272 - Teacher as Leader*	3			
2. ECSE 8562 - Using Data to Meet the Needs of Diverse Learners*	3			
3. EDLE 6312 - Principles of Instructional Leadership OR EDLE 6327 - Leadership for Student Learning OR another approved leadership course	3			
Content Specialization	9			
4. SEED 7266 - Advanced Instructional Strategies for the 21 st Century Classroom* OR ECSE 7566 - Advanced Instructional Strategies for the 21 st Century * OR other approved advanced strategies or pedagogy course in content area of certification	3			
5. TWO approved content or content pedagogy courses	3 3			
Electives	3			
6. ONE approved elective, such as CURR 6575 - Curriculum Trends and Issues* or ECSE 7560 - Contemporary Issues in Education* or ECSE 7564 - Content Area Literacy Instruction* or MEDT 7461 Instructional Design* or ECSE 7500 – Diverse Classrooms in Global Society or EDLE 6316 – School Law, Policy, and Ethics or _____	3			
Research *	6			
7. EDRS 6342 <u>School and Classroom Assessment*</u>	3			
8. SEED <u>8200 Culminating Project for the SEED EdS*</u>	3			
Total Program	27			

* This course is offered 95-100% online.

(1) Secondary Education, Ed.S.: 2024-2025 Graduate Revise Program Request

Department	Senate Review Required?	Presenter	Action	Outcome
ECE-READ	Yes	Brent Gilles	Program Modification	Approved

Link to Proposal in Curriculog:

<https://westga.curriculog.com/proposal:3420/form>

Program Description*

The Education Specialist degree with a major in Secondary Education is offered with a concentration in Biology, Broad Field Science, Chemistry, English, History, Economics, Mathematics, Physics, or Political Science. This program provides advanced preparation for an in-depth knowledge of the teaching field and an opportunity for utilization of research methods and professional literature. Each concentration includes a minimum of 27 hours of graduate work distributed among courses in professional education, content specialization, and research, and includes a culminating project. The SEED Ed.S. coursework is delivered 95-100% online. Applicants must have a master's degree with a 3.0 or higher GPA and a T-5 Georgia Professional Educator Certificate (or meet eligibility with an equivalent out-of-state teaching license) to be considered for admission into the program.

Desired Effective Year-Semester: Summer 2024

Core Curriculum

1. CURR - 6575 - Curriculum Trends and Issues
2. ECED - 8272 - Teacher as Leader
3. ECSE - 7500 - Diverse Classrooms in Global Society
4. ECSE - 7560 - Contemporary Issues in Education
5. ECSE - 7564 - Content Area Literacy Instruct
6. ECSE - 7566 - Advanced Instructional Strategies for 21st Century
7. ECSE - 8562 - Using Data to Meet the Needs of Diverse Learners
8. EDLE - 6312 - Principles of Instructional Leadership
9. EDLE - 6316 - School Law, Policy, and Ethics
10. EDLE - 6327 - Leadership for Student Learning
11. EDRS - 6342 - School and Classroom Assessment
12. MEDT - 7461 - Instructional Technology, Media, & Design
13. SEED - 7266 - Advanced Instructional Strategies for the 21st Century Classroom
14. SEED - 8200 - Culminating Project SEED EdS

Rationale

1. In order to streamline the program and to remove a financial aid barrier for students we are combining the 1 credit SEED 8202 course with the 2 credit SEED 8200 course to make one 3 credit SEED 8200 course. 2. We are also removing the Business Education concentration because they have low enrollment and we do not have business education faculty on staff in this concentration to support these students through their culminating project.

Learning Outcomes

N/A

Appendix F: Attachments

SEED 8200 Culminating Project SEED Ed.S.

Attachment #1: Syllabus

SEED 8200: Culminating Project for the SEED EdS

Description: This course will provide teacher leaders with the opportunity to continue integrating and applying the knowledge and skills learned throughout the Secondary Education Specialist Degree program through a practice-based investigative project. Students will select their project format, develop and carry out their plan, and complete their final submission. Specific details will vary by student and project and will focus on the student's content area of certification.

Credits: 3 hrs

Delivery Method: Fully Online

Student Learning Outcomes

Students will:

1. identify professional issues in secondary education,
2. plan for data collection and analysis,
3. review, interpret, and integrate research literature related to the focus issue,
4. design a practitioner-based inquiry project,
5. implement data collection in a classroom or school setting,
6. analyze outcomes to make recommendations for development and/or intervention, and
7. utilize proper APA format to include citations, references, figures and tables, and levels of heading.
8. review structures for disseminating scholarly knowledge, and
9. demonstrate in-field leadership, professionalism, or mastery through a successful presentation or publication submission of the culminating project.

3) SEED-8200- Culminating Project SEED, Ed.S.: 2024-2025 Graduate Revise Course Request

Department	Senate Review Required?	Presenter	Action	Outcome
ECE-READ	Yes	Brent Gilles	Course Modification	Approved

Link to Proposal in Curriculumlog:

<https://westga.curriculumlog.com/proposal:3418/form>

Catalog Course Description

This course will provide teacher leaders with the opportunity to continue integrating and applying the knowledge and skills learned throughout the Secondary Education Specialist Degree program through a practice-based investigative project. Students will select their project format, develop and carry out their plan, and complete their final submission. Specific details will vary by student and project and will focus on the student's content area of certification.

Desired Effective Semester: Fall 2024

Prerequisite: N/A

Rationale

We are combining 2 classes (SEED 8200 and SEED 8202) that totaled 3 credits. Instead of doing the final program project in a 2 credit and 1 credit course students will complete the project in one 3 credit course. The objectives for both courses have been combined. This will better streamline the end of the program for students and will also solve a financial aid issue that occurs on occasion because of separate 2 credits and 1 credit courses.

SLOs

1. identify professional issues in secondary education,
2. plan for data collection and analysis,
3. review, interpret, and integrate research literature related to the focus issue,
4. design a practitioner-based inquiry project,
5. implement data collection in a classroom or school setting,
6. analyze outcomes to make recommendations for development and/or intervention,
7. utilize proper APA format to include citations, references, figures and tables, and levels of heading.
8. review structures for disseminating scholarly knowledge, and
9. demonstrate in-field leadership, professionalism, or mastery through a successful presentation or publication submission of the culminating project.

Appendix G: Attachments

SEED 7291- Classroom Instruction & Management

Attachment #1: Syllabus

SEED 7291: Classroom Instruction and Management

Description: This course is an introduction to the basics of teaching and learning with an emphasis on establishing decorum and structure in the classroom.

Credits: 3 hrs

Delivery Method: Fully Online

Student Learning Outcomes

Students will

1. find and use the Georgia Performance Standards appropriate to their subject area.
2. discuss current theories as they relate to curriculum development.
3. analyze multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning.
4. design curriculum materials and instruction using a variety of tools, including lesson plans that are based on a variety of models.
5. develop a perspective on key concepts of organizing a classroom and managing student behavior, including the importance of routines and procedures to successful classroom management.
6. apply prior classroom experiences in their course.

(4) SEED 7291- Classroom Instruction and Management: 2024-2025 Graduate Revise Course Request

Department	Senate Review Required?	Presenter	Action	Outcome
ECE-READ	Yes	Brent Gilles	Course Modification	Approved
Link to Proposal in Curriculog: https://westga.curriculog.com/proposal-3417/form				
<p>Catalog Course Description* This course is an introduction to the basics of teaching and learning with an emphasis on establishing decorum and structure in the classroom.</p> <p>Desired Effective Semester: Summer 2024</p> <p>Prerequisite: Admission to Teacher Education program</p> <p>Rationale The course was previously taught in the spring or fall semester and had a 1 credit lab class attached to it for field experience. However, because the course is now in the summer it no longer needs a 1 credit lab as an addition because there are no field placements in the summer. The course itself has morphed into a course that has 3 credits worth of work and should reflect the increased workload.</p> <p>SLOs 1. find and use the Georgia Performance Standards appropriate to their subject area. 2. discuss current theories as they relate to curriculum development. 3. analyze multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning. 4. design curriculum materials and instruction using a variety of tools, including lesson plans that are based on a variety of models. 5. develop a perspective on key concepts of organizing a classroom and managing student behavior, including the importance of routines and procedures to successful classroom management. 6. apply prior classroom experiences in their course.</p>				

Appendix H: Attachments

CEPD 8153 ADVANCED THERAPY TOPICS IN COUNSELING

Attachment #1: Syllabus

https://drive.google.com/file/d/1VJCLT06q9p4DEcSmvTzBTDCJYUfehQpR/view?usp=share_link

Appendix I: Attachments

Biology 6986 Graduate Biological Internship

Attachment #1: Syllabus

https://drive.google.com/file/d/1zQWclQOSzJkdHhft_BWJ38u-mgwWcjgy/view?usp=share_link

Appendix J: Attachments

Biology 5733 Animal Nutrition

Attachment #1: Syllabus

https://drive.google.com/file/d/1x1UQawVWYSpi9v7wHZ-NoU_VY3QQLHGv/view?usp=share_link

Appendix K: Attachments

BIOL 5130 Climate Change Biology

Attachment #1: Syllabus

https://drive.google.com/file/d/1bhA2ZeL2fO8cDcfd2EDbNGWDNE5I-0jS/view?usp=share_link

FGC Information Items

https://docs.google.com/document/d/1WxIOE8dlp_i65V-GZuoE8MGpKpDc9Om9/edit?usp=share_link&oid=108918683437825392663&rtpof=true&sd=true

