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Committee II: Graduate Programs Committee
Kim Green, Chair
Meeting Minutes for Thursday, January 15, 2026, 11:00 am
Approved January 27, 2026

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Attendance: Marie Brown, Ye Chen, Agnieszka Chwialkowska, Pam Dunagan, Frank Fontanella, Kim Green, Patrick Hadley, Claire Joa, Aramide Kazeem, Jairus Matthews, Kayla Myers, David Newton, Misty Stewart, Chase Williams, Sarah Williamson, Tsu-Lin Yeh

Guests: Logan Arrington, Kathie Barrett, Kim Huett

I. Call to Order

II. Approve minutes from November 18, 2025 meeting
   Minutes approved.

III. Program and Course Proposals

   A) College of Education

   1) Department of Educational Technology and Foundations

   a) Computer Science Endorsement

   Request: Delete

   Since first being offered in Summer 2022, this summer-starting program has had low-to-no enrollment as summarized below:

   --Summer 2023: Offered CS 5210 with enrollment of 2 students (who pursued no additional courses in the 4-course sequence).

   --Summer 2024: The first course in series not offered; no students begin series.

   --Summer 2025: The first course in series not offered; no students begin series.

   The program cannot be sustained at this level of enrollment. There are no currently enrolled students to "teach out"; therefore a teach-out plan is not needed.

   Approved.

   b) Ed.D. in Learning Design and Educational Technology

   Request: Add

   The Instructional Technology and School Librarianship programs at UWG are state leaders. Currently, the culminating degree in this area at UWG is the Ed.S. degree. This is a program built exclusively for Georgia Educators. The rationale for developing this

program is grounded in strong alignment with UWG's existing strengths and the opportunity to address unmet needs within the University System of Georgia (USG). Our preliminary analysis focused on three key data points:

(1) Overall Program enrollment trends – UWG's Instructional Technology, Media, and Design program (soon to be renamed Learning Design and Educational Technology) is the state leader and has been for quite some time. From Fall 2020 until Fall 2025, our program's enrollment has grown by 181%.

(2) Current Ed.S. enrollments – While we are a leader in our area, specifically the Ed.S. program (encompassing Instructional Technology and School Librarianship) accounts for 75% of all Ed.S. students in these fields across the USG (726 out of 981 Ed.S. students). Upon completion, these students have only one UWG pathway for doctoral study: the highly competitive Ed.D. in School Improvement.

(3) Turnaway rates in existing programs – In Spring 2025, 76 qualified applicants seeking IT and SL concentrations in the Ed.D. in School Improvement areas were unable to secure admission due to limited capacity. These students applied with no marketing.

This proposed doctoral program stands apart from competing programs by being 100% online, requiring an Ed.S. for program entry, and by including an applied-research capstone project, where educators will address authentic, field-based problems through systematic and systemic methods, producing solutions grounded in research yet directly implementable in their professional contexts. This innovative approach positions UWG's program as distinctive within the USG and highly attractive to experienced educators seeking advanced credentials with immediate workplace impact.

Items b – l in this section were voted on as a block. The proposals are a new program and courses that support it. Proposals were approved.

c) [LDET - 9100 - Foundations of Learning Design and Educational Technology](#)

   Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course provides an advanced introduction to the field of Learning Design and Educational Technology with a focus on P-12 systems.

Approved in a block vote including the proposals b – l in this section.

d) LDET - 9200 - Research Strategies for LDET

    Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course introduces candidates to research traditions and methodologies widely used within Learning Design and Educational Technology.

Approved in a block vote including the proposals b – l in this section.

e) LDET - 9300 - Learning Design Studio

    Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course deepens candidates' expertise in designing high-impact learning experiences.

Approved in a block vote including the proposals b – l in this section.

f) LDET - 9400 - Inquiry and Measurement for LDET

    Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course develops candidates' competencies in collecting, analyzing, and interpreting data commonly used in P-12 research and decision-making.

Approved in a block vote including the proposals b – l in this section.

g) LDET - 9500 - Professional Development Through Universal Design for Learning

    Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course examines theories of adult learning and their application to designing professional learning in P-12 contexts.

Approved in a block vote including the proposals b – l in this section.

h) LDET - 9700 - LDET and Organizational Strategies

    Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course examines leadership, management, and

organizational strategies that support the effective implementation of learning, curriculum, and technology initiatives in P-12 educational systems.

Approved in a block vote including the proposals b – l in this section.

i) LDET - 9800 - Performance Systems and Needs Analysis

    Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course explores human performance improvement (HPI) models, improvement science models, and the tools used to analyze needs, performance gaps, and systemic barriers in P-12 organizations.

Approved in a block vote including the proposals b – l in this section.

j) LDET - 9900 - Policy and Ethics in LDET

    Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course examines educational technology policy, digital ethics, and legal frameworks that shape P-12 learning environments.

Approved in a block vote including the proposals b – l in this section.

k) LDET - 9998 - Capstone I: Problem of Practice Investigation & Prototype Development

    Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. In Capstone I, candidates identify and investigate a problem of practice within their P-12 context. Candidates conduct a performance analysis or needs assessment, review the literature, collect and analyze data, and design an evidence-based intervention or prototype. The completed Capstone I proposal and prototype serve as the foundation for implementation during Capstone II.

Approved in a block vote including the proposals b – l in this section.

l) LDET - 9999 - Capstone II: Implementation & Impact Analysis

    Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. Capstone II focuses on implementing the intervention or procedures developed in Capstone I and evaluating their impact.

Approved in a block vote including the proposals b – l in this section.

2) Department of Special Education

a) Ed.D. Special Education

Request: Add

The proposal of this new Ed.D. in Special Education program responds to a state-wide need for advanced leadership training in special education, particularly in legal compliance, program evaluation, policy development, and inclusive instructional practices. With no USG institutions offering an Ed.D. in Special Education and only two on-campus Ph.D. programs in the field (UGA and GSU), Georgia educators seeking doctoral-level training often turn to out-of-state or for-profit providers.

UWG already enrolls 80% of all students pursuing an Ed.S. in Special Education in Georgia which creates a direct and ready pipeline of candidates for the Ed.D. In addition, demand is already evident: in spring 2025, 29 Special Education AOC applicants were denied admission to the current School Improvement doctorate due to capacity limits. These denials underscore the unmet need for a specialized Ed.D. in Special Education that can serve this growing pool of highly qualified candidates.

UWG's fully online delivery will make the program accessible statewide, serving current Ed.S. graduates (including 576 enrolled students) and other education professionals seeking leadership roles. This design distinguishes it from existing programs by combining flexible online access with applied, practice-based research and leadership training.

Items a – l in this section were voted on as a block. The proposals are a new program and courses that support it. Proposals were approved.

b) SPED - 9000 - Orientation to the Ed.D. in Special Education

Request: Add

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. This required zero-credit orientation course introduces doctoral students to the expectations, structures, and professional dispositions required for the Ed.D. in Special Education.

Approved in a block vote including the proposals a – l in this section.

c) [SPED - 9010 - Policy to Practice: Legal and Ethical Decision-Making in Special Education](#)

>   Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course examines the complex intersection of law, policy, ethics, and practice in special education leadership.

Approved in a block vote including the proposals a – l in this section.

d) [SPED - 9020 - Leadership in Finance, Budgeting, and Resource Management for Special Education](#)

>   Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course develops the fiscal and resource management competencies required for responsible, ethical, and legally compliant practices, ensuring adherence to all applicable laws, policies, and regulations.

Approved in a block vote including the proposals a – l in this section.

e) [SPED - 9030 - Current Trends and Issues in Special Education](#)

>   Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course strengthens doctoral candidates' abilities to engage in scholarly research as an emerging special education leader.

Approved in a block vote including the proposals a – l in this section.

f) [SPED - 9040 - Facilitative Leadership in Special Education: Advanced Communication, Collaboration, and Conflict Management](#)

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course prepares special education leaders to apply facilitative leadership practices that strengthen communication, collaboration, and conflict management within multidisciplinary educational teams.

Approved in a block vote including the proposals a – l in this section.

g) [SPED - 9060 - Systemic Program Evaluation](#)

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course prepares candidates to evaluate educational programs, initiatives, and services across P-12 systems.

Approved in a block vote including the proposals a – l in this section.

h) [SPED - 9070 - Advanced Research Methods for Special Education Leaders](#)

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course equips candidates with advanced skills to critically evaluate and apply research in special education.

Approved in a block vote including the proposals a – l in this section.

i) [SPED - 9080 - Cultivating Leadership Through Coaching and Mentorship of Special Educators](#)

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course prepares candidates to lead professional growth systems for special educators through evidence-based coaching, mentorship, and organizational learning strategies.

Approved in a block vote including the proposals a – l in this section.

j) SPED - 9090 - Strategic Design and Impact Analysis in Special Education Systems

    Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course prepares educational leaders to design, implement, and evaluate transformative initiatives within special education systems.

Approved in a block vote including the proposals a – l in this section.

k) SPED - 9998 - Capstone I: Problem of Practice Investigation & Development

    Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. In this foundational capstone course, candidates solidify a significant problem of practice in special education to conduct an in-depth investigation grounded in research and stakeholder input. The course builds on the learning and product formulated in SPED 9030: Current Trends and Issues in Special Education and impact study in Capstone II by producing a conceptual framework to guide their capstone project.

Approved in a block vote including the proposals a – l in this section.

l) SPED - 9999 - Capstone II: Implementation & Impact Analysis

    Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. In this culminating capstone course, candidates implement their approved capstone project and conduct an impact analysis grounded in ethical inquiry and research-based evaluation. Students collect and analyze data, interpret outcomes, reflect on leadership actions, and prepare a final written and oral defense.

Approved in a block vote including the proposals a – l in this section.

B) 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 without completing all the courses required for a Master of Science in Applied Business

Analytics. 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).

Vote postponed for all RCOB certificate proposals. Questions remain about how embedded certificates are implemented.

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 without completing all the courses required for a Master of Science in Strategic Cybersecurity and Information Management. 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).

Vote postponed for all RCOB certificate proposals. Questions remain about how embedded certificates are implemented.

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 without completing all the courses required for the Master of Business Administration with the concentration in Digital Marketing. 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).

Vote postponed for all RCOB certificate proposals. Questions remain about how embedded certificates are implemented.

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 without completing all the courses required for the Master of Business Administration with the concentration in Sales and Consumer Research. Students develop strategic and technical expertise in sales management, consumer behavior, and engagement. The certificate requires nine total credit hours including MKTG 6850, MKTG 5864, and one of either MKTG 5805 OR MKTG 6815.

> **Vote postponed for all RCOB certificate proposals. Questions remain about how embedded certificates are implemented.**

C) University College

1) Department of Civic Engagement and Public Service

a) [Master of Public Administration, M.P.A.](#)

> Request: Revise

This proposal adds a new concentration in Social and Community Policy in the MPA. The Sociology MA has been deactivated, but there are many students interested in earning graduate degrees with a focus on sociology or related disciplines. This concentration would allow students to take advanced courses in Sociology while earning an MPA, a highly versatile degree. This proposal aligns with the recommendations made by NASPAA (the accrediting body for the MPA) during their site visit in Spring 2024.

> **Approved. As info, the courses that support this revision were approved at the November 18, 2025, GPC meeting.**

IV. Old Business

V. New Business

> **The Comprehensive Program Reviews are scheduled to be completed this semester. The documentation for GPC to review has not been received yet. When it is, the submissions will be distributed among the committee members to complete the review reports.**