

Graduate Programs Committee – Meeting Minutes
November 1, 2022
Approved November 15, 2022

Attendance: Patrick Hadley, Dena Kneiss, Marie-Cecile Bertau, Kyle Lorenzano, Sarah Hupp Williamson, Daryush Ila, David Boldt, Georgia Evans, Nadya Williams, Matt Varga, Jennifer Beggs Weber, Charlie Sicignano, Brent Gilles, Jim Yoder

Guests: Mary Alice Varga

- I. Call to Order
- II. Approval of Minutes from October 4th meeting (see separate attachment) – **Minutes Approved.**
- III. Program and Course Proposals

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

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

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

REQUEST: Revise Program

The former Graduate Foreign Language Requirement will be replaced with the following embedded diversity/global studies requirement:

"All graduate students in English are required to demonstrate awareness of diversity and global studies issues by completing at least one program course with a built-in diversity element such as courses with significant content in African American literature (including film), Native American literature, Global or Postcolonial Literature, theoretical approaches focused on global/diversity perspectives or similar topics."

In making this change, we are bringing our program in line with best practices in English M.A. programs across the nation. The former FL requirement for graduate students created a graduation bottleneck, as a number of students come into the programs from

other BA programs in English (non-UWG), where the 2002 course in an international language is not required. Thus, our requirement for students to have completed a 2002-level course with a B or A created graduate delays for several students. The goal of this requirement--to enhance students' awareness and appreciation for diversity and global knowledge--will be fulfilled by diversity elements in existing classes, designated with an attribute each semester as classes are built and when course descriptions are published. Students who need the international language competency for a Ph.D. program that requires it are encouraged to do so at the undergraduate level or take the requisite classes during their M.A. program. Also, the change does not affect the international language courses our English students take as their requirement at the undergraduate level.

DECISION: Approved. Most individuals are not entering Ph.D. programs that require knowledge of foreign languages.

b) [English, M.A.](#)

REQUEST: Revise Program

RATIONALE: Action: Delete GRE for admission to program

Rationale: Across the nation, graduate programs in the Humanities are dropping the GRE requirement for admission; thus, in deleting it we are following best practices in the industry. Specifically, the GRE requirement presents an equity issue, as the over \$200 fee for taking it especially hurts students from lower-income, rural, and first-generation college, and military families. Moreover, our other admission requirements (3.2 GPA minimum, 3 letters of recommendation, personal statement, transcripts) are very much sufficient for a stringent review of our applicant pool. Dropping this requirement will significantly improve recruitment to our

program.

New catalog language for admission:

For regular admission to the program, a student must present an undergraduate major in English or equivalent coursework in English (3.20 GPA) from an accredited institution, three letters of recommendation from sources qualified to address the candidate's specific disciplinary strengths, and a persuasive narrative statement that articulates the candidate's reasons for pursuing a graduate degree in English. All decisions on admission will be made by the Coordinator of Graduate Studies in consultation, as needed, with members of the graduate program committee, subject to final administrative approval.

DECISION: Approved. This follows decisions by other programs and it is a national trend at the GRE can be a barrier for students attending Graduate School.

2. Department of Natural Sciences

a) [BIOL - 5411 - Scientific Communication](#)

REQUEST: Add - New Course

RATIONALE: This course will be part of the Accelerated Bachelor's to Master's (ABM) program that will allow science majors to graduate and get a Master's in Applied Teaching (MAT) in approximately one year. This course is aimed at science majors who are interested in becoming teachers after they graduate, and who will need to be able to communicate complicated scientific concepts to a broad audience.

DECISION: Approved.

b) [CHEM - 5411 - Scientific Communication](#)

REQUEST: Add - New Course

RATIONALE: This course will be part of the Accelerated Bachelor's to Master's (ABM) program that will allow science

majors to graduate and get a Master's in Applied Teaching (MAT) in approximately one year. This course is aimed at science majors who are interested in becoming teachers after they graduate, and who will need to be able to communicate complicated scientific concepts to a broad audience.

DECISION: Approved.

c) [GEOG - 5411 - Scientific Communication](#)

REQUEST: Add - New Course

RATIONALE: This course will be part of the Accelerated Bachelor's to Master's (ABM) program that will allow science majors to graduate and get a Master's in Applied Teaching (MAT) in approximately one year. This course is aimed at science majors who are interested in becoming teachers after they graduate, and who will need to be able to communicate complicated scientific concepts to a broad audience.

DECISION: Approved.

d) [GEOL - 5411 - Scientific Communication](#)

REQUEST: Add - New Course

RATIONALE: This course will be part of the Accelerated Bachelor's to Master's (ABM) program that will allow science majors to graduate and get a Master's in Applied Teaching (MAT) in approximately one year. This course is aimed at science majors who are interested in becoming teachers after they graduate, and who will need to be able to communicate complicated scientific concepts to a broad audience.

DECISION: Approved.

B. College of Education (COE)

1. Department of Leadership, Research, and School Improvement

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

REQUEST: Revise Program

RATIONALE: We would like to make two admissions changes:

1. Remove the required letters of recommendation
2. Include in the required resume/vita for applicants to include the contact information of three professional references

Per request of the Graduate School, the School Improvement faculty reviewed the letter of recommendation requirement. Since this is not a strong evidentiary source faculty reviewers use during the application review process, the faculty request to remove the letters of recommendation requirement and instead ask applicants to list the contact information for three professional references on their resume/cv.

DECISION: Approved. The recommendation letters are not a strong evidentiary source in terms of evaluating a candidate. The Graduate School has also asked programs to re-evaluate recommendation letters in terms of the need to have them in applications.

IV. Old Business

A. Graduate School Policy Proposal

1. Full-Time Status/Graduate Course Loads (see separate PDF document)

Discussion: The benefit to students outweighs the reporting changes that would be needed for institutional purposes.

DECISION: Approved.

V. New Business

A. Graduate School Policy Proposal

1. The University Year and Definition of a Credit Hour (see separate PDF document)

Discussion: The proposal is at the request of Kevin Gwaltney for our SACSCOC Review and mirrors what is in the Undergraduate Catalog.

DECISION: Approved.

B. Chair-Elect Selection (Chair for 2023 - 24 Academic Year)

C. GPC Meeting Schedule through Fall Semester 2022

1. GPC agenda deadline, Tues., Nov. 8 by 5:00 pm (for GPC meeting on Tues. Nov. 15 11:00 am - 12:30 pm)