GRADUATE PROGRAMS COMMITTEE
DENA KNIESS, CHAIR
MEETING AGENDA for
DATE/Time: – **APRIL 6, 2022 at 2:00 PM via Zoom**

Join Zoom Meeting
https://westga-edu.zoom.us/j/87454026926?pwd=SU1SYkpkaEZ2bVhEeVp0OTFrWkxtdz09

I) Call to Order

II) Charge to Committee per Faculty Senate President for 2021-22

- Work closely with the Graduate Advisory Council and consult regularly with the Graduate School Dean - review curriculum proposals, but also be proactive in policy development

- Recommend a policy on standardizing the credentials required for faculty to be designated as graduate faculty

- Ensure faculty initiative in the creation and/or termination of graduate programs

- Examine the relocation of GRAs from individual departments to the Graduate School

III) Program and Course Proposals

A) **College of Education**

i) **Department of Counseling, Higher Education, and Speech Language Pathology**

(a) CEPD 7160 Gender and Sexuality

REQUEST: Add Course

Rationale: Gender and Sexuality has been offered as a master's level special topics course (CEPD 7185) for two years and will be offered again during Fall 2022. This course aligns with current CACREP accreditation standards and satisfies one professional counseling licensure requirement in some states, such as Florida. The course addresses a gap in most graduate counseling curriculum and prepares students to engage effectively in clinical work and advocacy for this minoritized and marginalized population. As such, we are requesting a new course designation for this elective course. The inclusion of this course will not alter the current plan/program of study or program assessment plan; as an elective course, no key assessments are connected to this course.

(b) CEPD 7163 Trauma Counseling

REQUEST: Add Course

Rationale: The Counselor Education Programs are seeking approval of a new elective course, CEPD 7163, Trauma Counseling. This course aligns with CACREP

accreditation standards and addresses a need in the curriculum. Training and specialization in trauma counseling is becoming increasingly important to our society and the field of professional counseling. Offering a stand-alone course in Trauma Counseling will help to make the program curriculum more relevant and competitive. Moreover and more importantly, focused training in trauma therapy will equip program graduates with necessary knowledge and skills to facilitate effective trauma resolution with clients and students. The inclusion of this course will not alter the current plan/program of study or program assessment plan; as an elective course, no key assessments are connected to this course.

(c) CEPD 8195 Special Topics in Professional Counseling Studies

REQUEST: Add Course

Rationale: The Ed.S. in Professional Counseling does not currently have a special topics course within the curriculum. Any offering of special topics courses for the Ed.S. program has required the use of a master's level special topics course (CEPD 7185). As such, the program simply wishes to add an 8000-level special topics course for use on an as-needed basis.

ii) **Department of Educational Technology and Foundations**

(a) Instructional Technology, Media and Design, M.Ed., Concentrations in Instructional Technology, School Library Media

REQUEST: Revise Program

Rationale: To be more competitive and to adhere to graduate expectations we are reducing the required credit hours for the SLM track from 36 hours to 30 hours. This is done by eliminating elective options. We will be doing the same with our IT concentration in the future. We can not change the dual concentration because of the SLM and IT expectations.

(b) Instructional Technology, Media and Design, Ed.S., Concentrations in Instructional Technology, School Library Media

REQUEST: Revise Program

Rationale: The ITMD EDS with a concentration in School Library Media is currently 27 hours. To be more competitive across the nation and to better adhere to graduate expectations we are adding 3 hours to the program. This will help particularly in South Carolina where librarians can get free graduate tuition but in order to get a pay raise, the

program needs to be 30 hours post graduate. This will allow us to market to our neighboring state in more meaningful ways.

iii) **Department of Leadership, Research, and School Improvement**

    (a) <u>Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods</u>

    REQUEST: Revise Program

    Rationale: In January 2022, the Sociology Program contacted all other programs with courses in this certificate about taking over its management, due to lack of faculty interest within the program. The Dept. of Leadership, Research, and School Improvement expressed interest in doing this, while other programs said no or did not reply. On Feb. 11, 2022, the sociology faculty voted to transfer this certificate to Leadership, Research, and School Improvement. This is not a change to the certificate's curriculum or its assessment, but a change in where the certificate is housed at UWG. A MOU with signatures from all departments with courses included in this certificate is attached.

iv) **Department of Literacy and Special Education**

    (a) <u>Special Education, M.Ed.</u>

    REQUEST: Revise Program

    Rationale: The program faculty are proposing to remove SPED 7765 Advanced Differentiated Instruction from the program plan, and replace it with SPED 6500 Dyslexia: Methods and Instructional Strategies. The new program plan will provide students with a greater knowledge of working with individuals with Dyslexia and Literacy Challenges. This will align with the state of Georgia's focus on preparing teachers to better educate students with Dyslexia. In addition, we are adding to the Electives two courses (READ 7263 and SLPA 7720) that partially make up the three course Dyslexia Endorsement.

B) **Richards College of Business**

i) **Department of Management**

    (a) <u>Georgia WebMBA</u>

    REQUEST: Revise Program

    Rationale: The University of West Georgia is one of the consortium institutions in the Georgia WebMBA program. As a consortium, we noticed that the entry requirements were inconsistent across institutions. In an attempt to remove barriers and create consistency, the consortium is providing each incoming student with access to a

foundational knowledge service, MBA Math. Therefore, to align with other participating institutions, we propose to remove all prerequisite courses for the WebMBA Program. Incoming WebMBA students will be provided access to MBA Math at no cost and they will have access before classes start. MBA Math consists of five subject areas: Spreadsheets, finance, microeconomics, statistics, and accounting. Faculty will receive training on the MBA Math Platform and will be encouraged to incorporate links to this material in their syllabus so that students know which knowledge sets are important to be prepared for success in the program.

(b) <u>Master of Business Administration, M.B.A.</u>

REQUEST: Revise Program

Rationale: The MBA program at UWG is offered in two modalities (WebMBA and traditional on-campus MBA). The leadership of the Georgia WebMBA consortium has agreed to provide access to a foundation knowledge service in the hope that faculty would remove prerequisite course requirements. This would both remove barriers and level the field of entry requirements by the school. The Georgia WebMBA consortium is covering the cost of students receiving this service for all WebMBA students. We (RCOB) have submitted a proposal to cooperate with the WebMBA leadership and remove our prerequisite courses for incoming WebMBA students. However, this now creates inconsistency in our prerequisites across modalities if we do not also remove them for our on-campus MBA. We (RCOB GPC) proposed to Dean Johnson that we also remove all prerequisite course requirements for our traditional MBA and that we provide the same MBA Math foundation knowledge service that the WebMBA offers. Dean Johnson has committed to covering the cost of this same foundation knowledge program for all incoming MBA students, creating consistency in what is offered, regardless of the modality selected by the student. This foundational knowledge service is MBA Math and it consists of five subject areas: spreadsheets, finance, microeconomics, statistics, and accounting. If this change is approved, faculty will receive training on the MBA Math Platform and will be encouraged to incorporate links to this material in their syllabus so that students know which knowledge sets are important to be prepared for success in the program. Access to this material will give all students access to the foundation knowledge they need to be successful in the MBA regardless of the (former) prerequisite courses they have taken (or how long ago they took them).

C) **University College**

    i) **Department of Civic Engagement and Public Service**

        (a) <u>Post-Baccalaureate Certificate in Public Management</u>

REQUEST**:** Revise Program

Rationale: The MPA degree has moved 100% online. To best align our graduate certificates with the changes to our MPA program we need to offer our certificate programs as 100% online.

        (b) <u>Post-Baccalaureate Certificate in Nonprofit Management and Community Development</u>

REQUEST**:** Revise Program

Rationale: The MPA degree has moved 100% online. To best align our graduate certificates with the changes to our MPA program we need to offer our certificate programs as 100% online.

IV)**New Business**

V) **Old Business**