

Graduate Programs Committee – Meeting Minutes
October 4, 2022
Approved November 1, 2022

- I. Call to Order
 - A. Call to order at 11:01 a.m.
 - B. Attendees – Patrick Hadley, Nadya Williams, Dena Kniess, Jennifer Weber, Julie Talbot, Kyle Lorenzano, Jim Yoder, David Boldt, Sarah Hupp Williamson, Matt Varga, Daryush Ila, Brent Gilles, Georgia Evans, Marie-Cecile Bertau, Hilde Patron, Jean Pridmore, Donna Haley, Charlie Sicignano
- II. Charge to Committee from Faculty Senate
 - A. First order of business is to review the purpose and membership of the Graduate Programs Committee as recorded in the Faculty Senate Chair’s handbook, which contains key university policies and procedures.
 - B. Patrick clarifies that GPC members should confer with faculty in their units to bring any graduate policy-related issues to the attention of GPC.
- III. Program and Course Proposals
 - A. **University College**
 1. Department of Civic Engagement and Public Service
 - a. [CRIM - 6284 - Graduate Capstone](#)
 - b. REQUEST: Add - New Course
 - c. RATIONALE: This course is being added to streamline the MA program by replacing our comprehensive exam with a capstone course that has an exit paper.
 - d. Sarah has presented the request and rationale for this new course. This capstone course is designed to streamline the process for students who opt to do an exit paper, rather than a comprehensive exam, as part of their capstone.
 - e. Matt asks if this would change graduation requirements; Sarah clarifies that this simply accommodates those students who want to do an exit paper in lieu of a comprehensive exam.
 - f. **PROPOSAL PASSES**
 - B. **College of Arts, Culture, and Scientific Inquiry (CACSI)**
 1. Department of Natural Sciences
 - a. [PHYS - 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.

Julie Talbot is presenting this request and rationale. This is intended to be a graduate course as part of the program's ABM option.

PROPOSAL PASSES.

C. Richards College of Business (RCOB)

1. Department of Economics

- a. REQUEST: [New Program Request - Master of Science in Applied Business Analytics](#)

RATIONALE: The mission of the University of West Georgia (UWG) is to “enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community,” while the Richards College of Business is “in the business of transforming lives through education, engagement, and experiences.”

Both the university and college missions emphasize offering a wide variety of experiences that have the potential to transform lives. The proposed MS in Applied Business Analytics will engage students in a broad range of applied business disciplines, including Healthcare Analytics, Marketing Analytics, Economics, Management, Information Systems, and Sports Analytics, among others. In doing so it will prepare students for a job market driven by big data and data analytics.

The program is designed to combine practical training with problem solving and critical thinking skills using real problems and real data. Students will learn how to code and how to use different data analytical packages (R, Python, SAS base, SQL, JMP) and techniques (machine learning, data mining, text analytics, etc.), and will learn how to tackle

real business analytics projects. The program will take advantage of well-established relationships between college faculty and businesses in the West Georgia area (including Southwire and Cancer Treatment Centers of America) and the greater Atlanta area (such as Cox Communications, Delta Airlines, and Chick Fil A) to provide students with applied learning opportunities. From invited speakers, to internships, externships, mentorships, to data sharing, we will leverage our relationships with business leaders to provide students with experiential learning and networking opportunities.

Hilde presents this section of proposals. New MS in Business Analytics, of which the courses listed below will be a part of. Impetus for the program ties back to increasing demand for analytics career paths. Students will learn to program, econometrics, managerial economics, data mining, etc., all offered with the business school. Differentiated from any other program in the state given three different tracks – healthcare analytics, sports analytics, and data intelligence. Programming and visual analytics courses are already being taught at the undergraduate level. Healthcare analytics is an entirely new course. Retail analytics is new and in demand (e.g., Cox Communications, Chick-fil-a).

Donna seeks clarification on the different tracks, noting that the ‘data intelligence’ track is not mentioned by name and instead is referred to ‘business analytics.’ This needs to be updated to ‘data intelligence’ in the course catalogue and anywhere in associated course descriptions; Hilde says she will change this.

Some discussion over how this would impact the current program map for this MS.

Matt mentions that it seems like there just needs to be some small adjustments in Curriculog to keep the language consistent for the Data Intelligence Track and its associated courses. Dr. Haley reiterates importance of keeping the language consistent.

Patrick launches the vote for approval of the program and its associated courses with the understanding that an approved vote is contingent on all the previous concerns about language consistency being resolved.

MOTION TO APPROVE THE PROGRAM PASSES

**MOTION TO APPROVE ALL ECON COURSES BELOW PASSES
(VIA BLOCK VOTE)**

- b. [ECON - 5208 - Business Analytics Programming](#) REQUEST: Add - New Course
RATIONALE: This course is being created as part of the new MS in Applied Business Analytics. The program will require five core courses of all students, including Business Analytics Programming. The demand for data analysts (and related jobs) currently exceeds supply with over 7,000 new job openings expected in Georgia before 2030.
- c. [ECON - 5408 - Advanced Visual Analytics](#) REQUEST: Add - New Course
RATIONALE: This course is being created as part of the new MS in Applied Business Analytics. The program will require five core courses of all students, including Advanced Visual Analytics. The field of data analyst is very much in demand with over 7,000 projected job openings in Georgia over the next decade and median annual wages over \$100,000 (according to O-Net). Visual analysis of data is a key component of the data scientist/analyst job.
- d. [ECON - 5415 - Healthcare Analytics](#) REQUEST: Add - New Course
RATIONALE: This course is being created as part of the healthcare analytics track of the new MS in Applied Business Analytics. Health informatics is a well paid in-demand job. Median salaries in Georgia are around \$99,000 with 47,500 projected job openings before 2030 (O-Net).
- e. [ECON - 6415 - Healthcare Economics](#) REQUEST: Add - New Course
RATIONALE: This course is being created as part of the healthcare analytics track of the new MS in Applied Business Analytics. Health informatics is a well paid in-demand job. Median salaries in Georgia are around \$99,000 with 47,500 projected job openings before 2030 (O-Net).
- f. [ECON - 6428 - Retail Analytics](#) REQUEST: Add -

New Course

RATIONALE: This course is being created as part of the new MS in Applied Business Analytics. The course will be part of the general business analytics track. The course will cover topics such as machine learning, random forests, and other popular techniques used by data scientists and analysts today.

g. [ECON - 6460 - Economics of Sports](#)

REQUEST: Add - New Course

RATIONALE: This course is being created as part of the new MS in Applied Business Analytics. The class will be a required course in the sports analytics track. With over 7,000 job openings projected in the field of data analysis within the next decade, and with several professional and college sports teams in the area, the sports analytics track is likely to attract a good number of students. The job outlook for these positions is bright with unmet demand and high salaries.

2. Department of Management

a. REQUEST: [New Program Request - Master of Science in Strategic Cybersecurity and Information Management](#)

RATIONALE: Cybersecurity is a job sector that is experiencing tremendous demand and growth. From May 2021 through April 2022 in the U.S., there were 141,000 employed Information Security Analysts, 180,000 openings for Information Security Analysts with an average salary of \$116,000 (nearly three times the national average), and an estimated annual talent shortfall of 39,000 Information Security Analysts. There are 534,548 additional openings requesting cybersecurity-related skills in the U.S. Employers struggle to find workers who possess these skills. On average, cybersecurity roles take 21% longer to fill than other IT jobs.

In Georgia, there are currently 25,082 job openings and 35,986 people employed in cybersecurity positions. Nationwide there are 714,548 openings, and currently, 1,091,575 people are employed in cybersecurity. Some of the job titles are listed below.

Job Titles

- Cybersecurity Analyst
- Information Security Analyst
- Security Solutions Analyst
- Cybersecurity Consultant
- Cybersecurity Manager
- Network Engineer
- Network Analyst
- Network Administrator
- Systems Engineer
- Systems Analyst
- Systems Administrator

Closing the cybersecurity talent gap is critical in Georgia and nationwide. The Federal Government has declared that the lack of cybersecurity professionals is a national security risk.

Creating a Master's Degree in Strategic Cybersecurity and Information Management at UWG would build upon our Management of Information Systems undergraduate degree and would make a path for employees with no tech background to retool themselves to meet this lack of cybersecurity professionals.

The Master's Degree in Strategic Cybersecurity and Information Management will be designed to be STEM, and after running for 3 years, will seek NSA accreditation. The MS program incorporates foundational knowledge for multiple industry certifications and includes an accelerated bachelor's to Master's path to encourage our top-performing students to stay for their Master's Degree.

Jean will be presenting these proposals for management. Recent concentration in business security rolled out at the undergraduate level; this new program is aimed at increased demand for management security positions and a lack of currently open positions being filled. Program is technology focused, but also about how it can be used strategically for best possible outcomes. Courses being added are technology-related, but

also focused on analytics/strategy as well as the capstone course. Special topics course not required but added in part to fulfill Accelerated Bachelor's to Master's (ABM) requirements. Goal of the program is to eventually get accreditation through the National Security Agency (NSA), which is necessary to be competitive but could also serve to build a relationship with the NSA for job recruitment.

MOTION TO APPROVE THE PROGRAM PASSES

**MOTION TO APPROVE ALL ASSOCIATED CISM COURSES
BELOW PASSES (VIA BLOCK VOTE)**

- b. [CISM - 6410 - Information Asset Protection and Risk Management](#) REQUEST: Add - New Course
RATIONALE: This is a new course required for the new program being proposed, Master of Science in Strategic Cybersecurity and Information Management.
- c. [CISM - 6420 - Defensive and Offensive Security](#)
REQUEST: Add - New Course
RATIONALE: This course is a required course for the new Master of Science in Strategic Cybersecurity and Information Management.
- d. [CISM - 6430 - Cryptography, Identity and Access Management](#) REQUEST: Add - New Course
RATIONALE: This course is required with the new Master of Science in Strategic Cybersecurity and Information Management.
- e. [CISM - 6440 - Cybersecurity and Cloud Computing](#)
REQUEST: Add - New Course
RATIONALE: This course is required for the new Master of Science in Strategic Cybersecurity and Information Management.
- f. [CISM - 6450 - IoT Security and Analytics](#) REQUEST: Add - New Course
RATIONALE: This course is required for the new Master of Science in Strategic Cybersecurity and Information Management.
- g. [CISM - 6460 - Security Planning and Systems Development](#)
REQUEST: Add - New Course
RATIONALE: This is a required course for the new Master of Science in

Strategic Cybersecurity and Information Management.

h. [CISM - 6470 - Cyberwarfare, Cybercrime, and Digital Forensics](#)

REQUEST: Add - New Course

RATIONALE: This course is required for the new Master of Science in Strategic Cybersecurity and Information Management.

i. [CISM - 6480 - Special Research Topic in Management Information Systems](#)

REQUEST: Add - New Course

RATIONALE: This course is needed to add some flexibility for our MBA students and our M.S. in Cybersecurity students.

IV. New Business

A. Graduate School Policy Proposals - Dr. Matt Varga (see separate attached PDF document combining proposed policies, in order listed below)

a. **WolfWatch Policy/ Disclaimer Policy:**

- Matt gives an overview of these policy proposals. Motive behind this is to update these policies given that they haven't been updated, have not remained competitive with peer institutions in certain instances, and have presented difficulties in one way or another.
- Student guide to degree progression – Nadya asks if every single program needs to make a decision about each of these policies. Matt clarifies that this is not the case, it will go through GPC. It's an attempt to centralize these associated processes. It is not meant to give the Graduate School outsized authority, but rather to address one-off scenarios that will create barriers to progress.
- Matt further clarifies with an example – a Psych PhD student has an unusual situation that requires that they be dismissed. Current policy would require dismissal. This updated language would allow latitude in situations as to not be unnecessarily punitive against students in unusual or extenuating circumstances.
- Nadya expresses support for these changes but asks if we can better clarify how units can opt in to these policies.
- Jennifer asks if there is a way to adjust the disclaimer to be in

- consultation with programs/units, to remove the prospect of handing all power to the Graduate School.
- Matt says he understands these concerns – says this disclaimer is also meant to result in the best possible outcome, and that what departments/programs do may not always necessarily be one in the same.
 - Donna brings up the distinction between the start of the policy document, with WolfWatch and the Disclaimer being back-to-back. Matt clarifies that this will look different in the catalog.
 - **WOLFWATCH PASSES.**
 - **DISCLAIMER POLICY PASSES**
- b. **Full-Time Status/Graduate Course Loads**: Next proposal is to change full time status from 9 to 6 credit hours to align with assistantships, to benefit international students, and also to help students better receive financial aid.
- Donna says the current policy on full-time and half-time as shown in the proposal document is incorrect – 6 hours is total for full-time grad students and 3 is half-time. Matt says this is taken directly from the catalog. Donna asks if anyone else in the USG is doing this, asking if FTE will be calculated at 9 or 6 hours. Donna says that the appropriate FTE needs to be calculated for the purpose of funding. Matt says that this issue didn't come up with discussing this with the provost or others across campus.
 - Sarah says that FTE is explicitly defined. Matt proposes to table this and to get further clarification from the provost. No objections to tabling the issue; **ISSUE OFFICIALLY TABLED.**
- c. **Course Repeat Policy** – Matt says there are a lot of challenges with students coming back to the institution after being dismissed and courses previously taken not counting, which this update in policy seeks to remedy. Donna supports this policy but says that we need to change the language so that this happens Fall 2023, not the current

semester (Fall 2022), simply because we are current in Fall 2022 and this policy can only be enacted through exceptions processed manually (not as an automatic, formalized policy). Matt clarifies that this policy can still be implemented as needed, but just as a manual exception (which Donna confirms). **PROPOSAL PASSES**

- d. **Statement of Competitive Admission and Right to Refusal** – Matt says this gives us more teeth to be competitive with peer institutions in terms of admissions and also to refuse students admission in the event relevant information is withheld or otherwise revealed. **PROPOSAL PASSES.**
- e. **Reinstatement Procedures** – current policy is decentralized and each unit has their own way of dealing with this. The new policy would combine the policy in one and to consult with departments/units for possible reinstatement, pending their consent and involvement. **PROPOSAL PASSES**
- f. **Graduate Admissions Status** – the new policy says that the Graduate School will take lead on removing provisional status when appropriate and in consultation with graduate coordinators as needed. Donna asks for some wordsmithing. **PROPOSAL PASSES.**
- g. **Admissions Appeals** – like previous, current policy is decentralized. Matt highlights one part of this, a paragraph that specifies that the Graduate School is unlikely to be influenced by appeals in light of clear deficiencies in GPA or other admissions requirements. Kyle asks for clarification on process and how individual programs would be involved in this process. Matt uses two examples to illustrate – he says many appeals deal with students claiming a denial of admittance is unfair because they're an honor's student, which is not sufficient grounds for appeal and the Grad School will handle rejecting the appeal. In the other scenario, perhaps a student uploads the wrong transcript information indicating a lower GPA or other information that would affect a decision. The Grad School would then inform the program in question of this new information and consult with them on next steps on the appeal decision. **PROPOSAL PASSES**

- h. **Transfer credit policy** – reviewed by SACS and is compliant; it's also in line with peer institutions. If the program doesn't want to transfer 25% they don't have to, but that is the limit that is set with this language. Also aligns with proceeding policy. Donna clarifies language concerning the percentage of transfer credit (it's the second line underneath 'Transfer Credit' language); Matt removes this sentence from the language. **PROPOSAL PASSES**
- i. **Credit for Prior Learning or Work Experience** – outlines eligibility for prior learning assessment for professional students and allowing that experience to count for credit. Donna asks to change 'Pass/Fail' to 'Satisfactory' in the language on Assessment. Donna also says that we need to specify that the number of credit hours cannot exceed the number of credit hours being replaced with a standard course. Matt agrees to make these changes. **PROPOSAL PASSES**
- j. **Residency Requirement** – SACS currently requires 30% of credits earned be earned at that institution; this requires that 75% of credits for one of our programs be within UWG. **PROPOSAL PASSES**
- k. **Requirements for Multiple Graduate Degrees** – **PROPOSAL PASSES.**

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

- a. Patrick asks that anyone interested contact him directly. Eligibility contingent on being a senator.

C. Secretary for minutes at next meeting

- a. Patrick asks for volunteers to take minutes during on next meeting on Nov. 1st.

- 2. Patrick also asks that curriculum/program changes or other proposals be processed in Curriculog by Oct. 25th by 5:00 p.m. for our next meeting on Nov. 1st. For the next meeting after that on Nov. 15, the deadline for any proposals to be added to the agenda that day is Nov. 8th.

D. GPC meeting schedule through Fall Semester 2022

- 1. GPC agenda deadline, Tuesday, Oct. 25 by 5:00 pm (for GPC meeting on Tues. Nov. 1, 11:00 am - 12:30 pm)
- 2. GPC agenda deadline, Tues. Nov. 8 by 5:00 pm (for GPC meeting on Tues., Nov. 15 11:00 am - 12:30 pm)

V. Adjourn - Meeting adjourned at 12:33 p.m.