

GRADUATE PROGRAMS COMMITTEE

DENA KNISS, CHAIR

MEETING AGENDA for

DATE/Time: – **OCTOBER 1, 2021 at 2:00 PM via Zoom**

Join Zoom Meeting

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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

A) Program and Course Proposals

B) College of Arts, Culture, and Scientific Inquiry (CACSI)

i) Department of Anthropology, Psychology, and Sociology

(a) SOCI – 5915 – Violence Against Women

REQUEST: Add - New Course

RATIONALE: Students have expressed interest in taking coursework on this topic at the graduate level. This course will serve as an elective for students in the MA program in Sociology and will also be available to graduate students in other programs.

(b) SOCI – 6986 – Applied Project

REQUEST: Add - New Course

RATIONALE: Experience with the applied track for the MA in Sociology indicates that students get more out of their internship experiences (in SOCI 6286) and write stronger papers/projects when these two things are done separately. This creates a course in which students will work with their applied track chair to write their applied paper/project.

(c) SOCI – Sociology, M.A.

REQUEST: Revise Program

RATIONALE: UWG's MA in Sociology fuses advanced training in research methods with a focus on social justice. Our degree equips you with the tools you need to advocate for vulnerable populations. Our students want to change the world and we equip them with the research capabilities to diagnose and confront the social problems that exist in our communities. Social advocacy is not commonly associated with survey research, participant observation, or statistics, but these are the building blocks for investigating and later confronting the race-, gender-, and class-related injustices that exist in our communities. Developing competence in a variety of research methods can help you advance your career in a wide range of fields, including child advocacy, health advocacy, social justice education, community organizing, environmental justice, and non-profit organizations. Admission The Sociology Program considers the quality of an application to the M.A. program in its entirety. Applicants will be considered on a competitive basis and thus simply completing an application does not guarantee admission to the program. To apply to the program, a student is ordinarily expected to have a bachelors degree in sociology or a related discipline from an accredited academic institution. Applicants to the Sociology M.A. program must have: - A minimum undergraduate GPA of 3.0 - A 750-word personal statement, which includes the applicant's relevant academic and/or professional background and reasons for seeking the degree - Three letters of recommendation - A current resume or curriculum vitae Applicants may be admitted provisionally and considered for regular admission. To apply or to learn additional information about the application process, please contact the Sociology Program: <http://www.westga.edu/sociology>. Program Requirements The core courses for the Master's program consist of nine hours in theory, research methodology, and statistics. To satisfy the theory requirement, students must take SOCI 6305 or another 6000-level theory course approved by the program's Head of Graduate Studies. To satisfy the research methodology requirement, students must take SOCI 6013 or

SOCI 6613. To satisfy the statistics requirement, students must take SOCI 6003 or another graduate level statistics course approved by the program's Head of Graduate Studies. Students who have not taken an undergraduate theory course in sociology must enroll in SOCI 5053 prior to enrolling in SOCI 6305. Students accepted into the program may choose either Plan I (Thesis) or Plan II (Applied Track). Under Plan I (Thesis), students must complete 21 hours of elective course work beyond the core requirements. Under Plan I students must also take three hours of Thesis Preparation (SOCI 6882), and three hours of thesis work (SOCI 6999). A thesis is required under Plan I. Under Plan II (Applied), students must register for 3 credit hours of additional research methods coursework, 3 credit hours of Internship (SOCI 6286), and 3 credit hours of Applied Project (SOCI 6986). Courses that will satisfy the methods requirement include: SOCI 6660, SOCI 6613, SOCI 6275, and SOCI 5015. Graduate research methods courses in other departments can be taken to fulfill this requirement with approval from the Head of Graduate Studies. Students under Plan II must complete 18 credit hours of elective course work. Students opting for the Applied Track must constitute a three-member committee to approve and oversee the completion of a major initiative associated with their internship. Under either plan, students must complete a minimum of 36 hours, one-half of which must be at the 6000-level. A total of six hours may be selected from courses outside the Master's program in Sociology.

ii) Department of Mathematics, Sciences, and Technology

(a) BIOL– 5430 – Wildlife Techniques

REQUEST: Add - New Course

RATIONALE: This course provides students with the hands-on experience needed for careers in ecology, wildlife biology, veterinary science and natural resources. Current courses do not provide a similar experience or content. This course has been taught the past 2 summers (2020 & 2021) as BIOL 6985 (Graduate Special Topics in Biology).

(b) CS– 5210 – Programming Fundamentals

REQUEST: Add - New Course

RATIONALE: This course will be a required course for the proposed Computer Science Endorsement Program. The course meets several content standards and requirements of the endorsement program. Currently existing graduate computer science courses, except for CS6311 Program Construction I (which will be another required course of the endorsement program), do not address the standards and

requirements of the endorsement program or have too many other objectives that do not serve the endorsement program. As an introduction to the fundamental concepts of programming, the course is well suited to serve graduate programs in other areas that include a computing component.

(c) CS– 5310 – Principles of Computer Science

REQUEST: Revise Program

RATIONALE: This course will be a required course for the CS Education Endorsement program. The course meets several content standards and requirements for the program that are not met by any existing courses. Additionally, the course can serve future programs that wish to include a broad overview of computer science with content introducing concepts in the areas of networking and security as well as a brief introduction to programming.

C) College of Education (COE)

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

(a) Ed.D. in Professional Counseling and Supervision

REQUEST: Revise Program

RATIONALE: We are requesting three revisions to the Ed.D. in Professional Counseling and Supervision. (1) The addition of one admissions requirement--an interview with the faculty. This admissions requirement was previously required by the program and was removed a few years ago. The faculty would like to reinstate this admissions requirement in an effort to add an additional layer to the identification and selection of high-quality doctoral applicants. (2) The identification of pre-approved course electives for the 60-hour track. The following courses are pre-approved electives for students completing the 60-hour track of the Ed.D. program: CEPD 8138, CEPD 8152, CEPD 8171, and CEPD 8141. This does not apply to students completing the 39-hour track of the Ed.D. program, as they are not required to complete elective courses. We would like to identify the aforementioned four CEPD courses so that these electives automatically apply towards the 60-hour degree track within WolfWatch. In addition, we would like to add the language "additional courses may be approved by the program director" to allow for deviations from the aforementioned four electives, as approved by the program director. (3) Program Description - these proposed revisions help to align the outdated program description with the current program structure. The program mission statement has been revised since the original program description was

developed, and has been adjusted accordingly in this revised program description. Additionally, the two academic tracks (60-hour and 39-hour) have been highlighted to demonstrate the program options for those who enter with or without an Ed.S. in counseling. Current program description: The mission of the Professional Counseling and Supervision program is to prepare School and Community Counselors to be exemplary leaders in professional counseling and supervision and in program evaluation. In addition, they will demonstrate a commitment to helping marginalized and underserved populations in the communities, schools, and agencies they serve. The program consists of 117 graduate hours, 30 hours beyond a 60 hour CACREP accredited (or CACREP equivalent) master's degree and 27 hour Ed.S. degree in counseling. After a rigorous screening process, cohorts are selected in March of each year, and students will be notified of their acceptance in April. The fully online degree program begins in the summer semester. The program is designed to be completed in two full years (6 semesters, including summers, for the 39-hour track) or three years (9 semesters, including summers, for the 60-hour track) Successful completion and defense of a dissertation are required. Proposed revised program description: The mission of the Professional Counseling and Supervision program is to prepare counseling professionals to positively impact their clients and communities of service through effective practices and programs, leadership, and advocacy. In addition, program graduates will demonstrate competency in program evaluation and a commitment to helping marginalized and underserved populations in the communities, schools, and agencies they serve. This leader-practitioner program consists of two tracks: (a) 60 credit hours for those who enter without an Ed.S. in counseling or (b) 39 credit hours for those who enter with an Ed.S. in counseling. After a rigorous screening process, cohorts are selected in March of each year, and students will be notified of their acceptance in April. The fully online degree program begins in the summer semester. The program is designed to be completed in two full years (6 semesters, including summers, for the 39-hour track) or three years (9 semesters, including summers, for the 60-hour track). Successful completion and defense of a dissertation are required. Please note that, because these requested revisions do not alter the required program curriculum, the program assessment map does not reflect revisions based on the identified program elective courses; elective courses are not incorporated into the overall program evaluation plan.

ii) Department of Educational Technology and Foundations

(a) REQUEST: Computer Science Endorsement (New Program Request)

The purpose of the graduate-level Computer Science Endorsement Program is to strengthen and enhance candidates' competencies for teaching computer science and computational thinking skills in grades P-12. Individuals who earn this endorsement are in-field to teach computer science curriculum in grades P-12. This program is aligned to the Computer Science Endorsement Standards, as outlined by the Georgia Professional Standards Commission in Rule 505-3-.86. The standards seek to develop candidates' knowledge and skills in the following areas: (1) CT Skills for Problem Solving; (2) Third Generation Programming Languages; (3) Computer Systems & Organization; (4) Networks & Internet; (5) Digital Artifacts, Data Analysis, Modeling & Simulation; (6) Security, Privacy, and Safety; (7) CT-Integrated Unit Planning for Diverse Audiences; and (8) Partnerships and Educational Programming for Robust CS Programs. Provided through a collaboration of UWG faculty of computer science (CACSI) and instructional technology (COE), the proposed program consists of a 4-course sequence of a total of 12 credit hours: CS 5210: Programming Fundamentals; CS 6311: Program Construction 1; MEDT 7499: Methods & Strategies for CT-integrated Learning; and CS 5310: Principles of CS. The endorsement can be completed as a stand-alone.

RATIONALE: All Georgia middle and high schools will be required to offer computer science by 2024-2025 (SB 108). In response to this, UWG faculty in computer science (Department of Computing and Mathematics, College of Arts, Culture, and Scientific Inquiry) and instructional technology (Department of Educational Technology and Foundations, College of Education) propose to offer the GaPSC-recognized Computer Science Endorsement Program (in accordance with GaPSC Rule 505-3-.86). The purpose of the Computer Science Endorsement Program is to strengthen and enhance current Georgia teachers' competencies for teaching computer science skills in grades P-12. As a result of completing this program, students will be credentialed to teach computer science in grades P-12.

(b) MEDT 7499 – Methods & Strategies for CT-integrated Learning

REQUEST: Add - New Course

RATIONALE: What is the rationale for adding this course? For three years, this course has been taught as a Special Topics course (MEDT 7485) previously under the name Leading Computational Thinking in P-12 Learning. The MEDT 7485 Special Topics

course was used as an elective for students seeking the M.Ed. or the Ed.S. of Instructional Technology, Media, and Design (ITMD) in the Department of Educational Technology and Foundations (ETF). The ITMD programs are aligned to the Georgia Professional Standards Commission’s Instructional Technology Standards, which were updated in 2021 to include the following standard: “6. Facilitator. (iii) Create learning opportunities that challenge students to use a design process and/or computational thinking to innovate and solve problems.” Further, the 5th ISTE Standard for Students (2016) calls for all P-12 learners to be computational thinkers who “develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.” (The ISTE Standards for Students (2016) are what ITMD candidates are expected to enact with their P-12 students.) Therefore, the first rationale for proposing the MEDT 7499 course is to formalize a relevant special topics course that has been taught three times and that is used as an elective in the M.Ed. and Ed.S. programs of ITMD. A second rationale for adding the course is to include it as a course in the Computer Science Endorsement Program. In consultation with computer science faculty in the Department of Computing and Mathematics (CAM), ETF faculty have aligned this course to the relevant standards of the Computer Science Endorsement program (standards which have been announced through the Georgia Professional Standards Commission in Rule 505-3-.86). The Student Learning Outcomes in this proposal are aligned to both the standards for the ITMD programs (as denoted by “GaPSC”) as well as the standards for the Computer Science Endorsement Program (as denoted by “CSE”).

III) New Business

- A) GA Policy for Assistantships in Academic Affairs (updated)- Dr. Ila & Dr. Ziglar
 - i) Please see attached email and MS Word document list of concerns received by September 30, 2021
- B) Secretary for Minutes next week – Thanks, Dr. Neema Noori for this week’s minutes
- C) Graduate Faculty Policy Status Workgroup

IV) Old Business

- A) Send proxy if unable to attend a meeting
- B) Upcoming scheduling for Fall 2021 – meetings will be held virtually
 - November 3rd at 2:00 pm
 - November 17th at 2:00 pm