

Graduate Programs Committee Agenda

Wednesday, March 11, 2:00 p.m., HUM 235

Addenda: https://drive.google.com/drive/folders/1cMIj5_OWWh-FN4vT0bILqrt36qnfvKwYF?usp=sharing

I. Approval of February 12 Meeting Minutes

II. Comprehensive Program Review (CPR) Assignments

Please find assignments and instructions in this meeting's Google Drive folder.

III. Course/Program Additions, Modifications, Deletions:

Action Items:

A) College of Arts and Humanities

1) Department of Art

a. Master of Fine Arts in Visual Arts

Originator: John Morris (originated program, course additions, and course revisions)

Request: Add Program

Rationale: As a comprehensive university, the University of West Georgia's Department of Art seeks to implement a Master of Fine Arts in Visual Art (MFA-Visual Art) degree program to prepare graduates for professional practices within visual art and related fields. This will be achieved by providing advanced training within visual art disciplines and professional practices as well as pedagogy practices through guided teaching opportunities. The program focuses on student directed goals and self-assessment to assist in addressing the individual students needs and objectives to develop skills through experiential opportunities in both teaching and studio practices, which prepare and groom artists and cultural leaders of tomorrow. This terminal degree program will assist to prepare future Georgians who are versed in their discipline and practices and are prepared to contribute to the overall growth of the state, whether it is within related professional practices, and/or faculty/teaching positions or working within other non-associated fields, which they can apply both skill sets and abilities gained. The MFA program will support UWG's and the University System of Georgia's strategic goal to expand graduate level program offerings in an effort to meet current and future state needs. Currently, there are only three MFA-Visual Art degree programs in the state: two within the Tier 1, UGA and Georgia State University, and one program within Tier 2 (Comprehensive institution tier group) offered by Georgia Southern University. UWG's proposed MFA-Visual Art will provide additional opportunities for Georgia residents by assisting visual arts graduates to enhance their professional abilities and skill-sets, better preparing them to meet the State's future workforce needs, comparable to those identified in the "Governor's High Demand Career Initiative Report". Additionally, it will fill a niche within Tier 2 degree offerings for

Georgia due to the distance separating UWG and Georgia Southern University and the affordability UWG currently provides within the state. Furthermore, a UWG MFA program will primarily serve Georgia's western region and will attract attention (albeit small) from students in Alabama as well as those from other states (regional and national). The UWG MFA-Visual Art will assist in meeting the needs of a growing state population, which the Atlanta Regional Commission forecasts will increase by over 2.5 million in the twenty county regions around Atlanta alone by 2040. Additionally, the proposed MFA program will meet the needs of a flourishing arts industry, which contributes over 31,000 jobs and \$1.3 billion in revenue and an overall Economic impact of \$2.2 Billion and is further expanded as part of the total creative economy, which contributes to over 200,000 Georgians employed or 5% of the total state employment and \$12.1 billion in overall earnings and an overall creative economy of \$62.5 billion as reported by the Georgia Council for the Arts and the Economic Census and Non-employer statistics, 2012.

Course Modifications

Rationale: These courses are being revised to bring them in alignment with the pedagogy and professional development goals of the proposed Masters of Fine Art program at the University of West Georgia. They will facilitate the development of the first year graduate experience and studio explorations as well as contribute the credit hours that are required for the MFA program.

- b. ART 5000 - Graduate Drawing
- c. ART 5005 - Graduate Life Drawing
- d. ART 5305 - Graduate Ceramics
- e. ART 5605 - Graduate Painting
- f. ART 5705 - Graduate Photography
- g. ART 5805 - Graduate Printmaking
- h. ART 5905 - Graduate Sculpture

New Courses

- i. ART 5007 - Graduate Digital Media

Rationale: ART 5007 will facilitate graduate students seeking their Master of Fine Arts in studio at the University of West Georgia. It is designed for the student interested in graduate research focusing on digital media and documentation, as well as the professional use of social media and maintaining an online presence relative to art research. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

- j. ART 6000 - Advanced Graduate Drawing

Rationale: 6000 will facilitate graduate students seeking their Master of Fine Arts in studio at the University of West Georgia. It ART is designed as being repeatable and progressive for the student interested in graduate research focusing on the practice of life drawing. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

k. ART 6001 - Professional Practices and Pedagogy

6001 will facilitate graduate students seeking their Master of Fine Art in Visual Art at the University of West Georgia. It is designed as being repeatable and progressive for the student focussing on the professional aspects of both a studio practice and pedagogy. The course is foundational in respect to the MFA degree, assisting in the student identifying their graduate studies goal as relating to studio practice and pedagogy. Students will be introduced to degree requirement of keeping a dossier throughout their graduate experience which will be major component to their successful completion of the degree program. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

l. ART 6002 - Professional Practices and Pedagogy II

Rationale: 6002 will facilitate graduate students seeking their Master of Fine Art in Visual Art at the University of West Georgia. It is designed as being repeatable and progressive for the student focussing on the professional aspects of both a studio practice and pedagogy. The course is instrumental in respect to the MFA degree, assisting in the student identifying their post graduate studies goal as relating to studio practice and pedagogy. Students will be working to complete their degree requirement of keeping a dossier throughout their graduate experience, a major component to their successful completion of the degree program. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

m. ART 6005 - Advanced Graduate Live Drawing

Rationale: 6000 will facilitate graduate students seeking their Master of Fine Arts in studio at the University of West Georgia. It ART is designed as being repeatable and progressive for the student interested in graduate research focusing on the practice of life drawing. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

n. ART 6078 - Graduate Mid-Program Review

Rationale: ART 6078 will facilitate graduate students seeking their Master of Fine Arts in Visual Art at the University of West Georgia. Students will present evidence of research and professional development demonstrating readiness to

formalize their thesis proposal. Students will submit their dossier, documentation of studio research, and proposed thesis committee. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

o. ART 6305 - Advanced Graduate Ceramics

Rationale: Art 6305 will facilitate graduate students seeking their Master of Fine Arts in studio at the University of West Georgia. It is designed as being repeatable and progressive for the student interested in graduate research focusing on the practice of ceramics. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

p. ART 6605 - Advanced Graduate Painting

Rationale: 6605 will facilitate graduate students seeking their Master of Fine Arts in studio at the University of West Georgia. It ART is designed as being repeatable and progressive for the student interested in graduate research focusing on the practice of painting. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

q. ART 6705 - Advanced Graduate Photography

Rationale: ART 6705 will facilitate graduate students seeking their Master of Fine Arts in studio at the University of West Georgia. It ART is designed as being repeatable and progressive for the student interested in graduate research focusing on the medium of photography. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

r. ART 6805 - Advanced Graduate Printmaking

Rationale: ART 6805 will facilitate graduate students seeking their Master of Fine Arts in studio at the University of West Georgia. It is designed as being repeatable and progressive for the student interested in graduate research focusing on the medium of printmaking. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

s. ART 6905 - Advanced Graduate Sculpture

Rationale: ART 6905 will facilitate graduate students seeking their Master of Fine Arts in studio at the University of West Georgia. It is designed as being repeatable and progressive for the student interested in graduate research focusing on the medium of sculpture. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

t. ART 7099 - Graduate Thesis

Rationale: 7099 is the culminating experience for graduate students seeking their Master of Fine Art in Visual Art at the University of West Georgia. Students will present evidence of research and professional development through a individual

thesis exhibition and corresponding written materials. Students will submit their final portfolio including but not limited to their dossier, professional documentation of their thesis exhibition and studio research, completed throughout the students time in the MFA-Art program. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

2) Department of English

a. ENGL 5304 - Advanced Writing in Disciplines

Originator: Leah Haught

Request: Add Course

Rationale: Job managers who oversee the employment of recent college graduates routinely assert that their analytical thinking and communication skills are lacking. According Forbes, 60% of managers surveyed in 2016 claim that new graduates do not have “the critical thinking and problem-solving skills” necessary to succeed at the jobs for which they are hiring, 56% said new graduates do not pay sufficient attention to detail, and 44% said new graduates were lacking in writing proficiency specifically. In addressing these concerns, this class confronts the reality that knowledge of grammar alone will not improve writing style. Near unanimous research in writing studies concludes that in order for knowledge of grammar to materially improve writing style, students must be given repeated opportunities to practice making conscious connections between the two.

This course aims to both strengthen students' understanding of language's syntactical functions and to apply that understanding of language to a variety of rhetorical purposes. To that end, students will use the course's provided technologies to support their writing and not the other way around. The foundational rhetorical and writing strategies that have proved effective in onsite classes have been migrated online in order to reach a broader, more interdisciplinary audience

3) Department of History

a. HIST 6699 - Thesis

Originator: Stephanie Chalifoux

Request: Revise Course

Rationale: Students in the MA History program on the Thesis track are required to take 6 hours of thesis. If students are on the Public History track, they are required to take 3 hours. Students may take additional thesis hours to prepare for their defense, but thesis hours are currently set at 3. We propose to change the hours to variable so that students may take the additional hours need to finish their thesis that correspond with the amount of work remaining on the thesis. We feel that this flexibility will enable students to finish our program in a timely manner.

b. History, M.A.

Originator: Stephanie Chalifoux

Request: Modify Program

Rationale: GRE Waiver: The GRE score has been used to help measure a graduate program applicant's ability to succeed. We believe that an applicant who holds an advanced degree from an accredited university has already demonstrated the ability to succeed in a master's program. Requiring an applicant to take the examination is unnecessary and by waiving this requirement it allows us to remain competitive as a graduate program.

Foreign Language: The department believes an undergraduate language translation course in which a student earns a B or higher provides students with the necessary skills required to succeed in our program and therefore meets our standard of what constitutes fulfilling the Foreign Language requirement in our graduate program.

B) College of Education

1) Department of Educational Technology and Foundations

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

Originator: Lara Willox

Request: Revise Program

Rationale: Our revisions included updating the program name (i.e., Instructional Technology, Media, and Design), which was approved by the BOR in fall 2019; organizing the Electives section to create two sub-sections for clarity related to the potential for students to embed the Online Teaching Endorsement or the Online Teaching Certificate into their M.Ed. Related prerequisites were added to the courses MEDT 7472, 7491, and 7492. Revisions were made to the notes beneath the table. These revisions clarify important advising rules and requirements as well as GaPSC rules. In addition, we revised the course name of MEDT 7472 to say Distance Learning and not Distance Education. We updated the EDRS 6301 course name to reflect its change to Introduction to Research in the Human Sciences. We added the MEDT 7266: Comprehensive Exam for M.Ed. or Non-Degree IT to guide students' comprehensive exam requirements during their final semester. We updated the name of MEDT 7461 to Instructional Technology, Media, and Design. We changed the MEDT 7492 Prerequisite of MEDT 7491 to being either Prerequisite or Corequisite.

- b. Media Specialist Educator Certification Program and Instructional Technology Educator Certification Program

Originator: Lara Willox

Request: Revise Program

Rationale: Added the 0-hour MEDT 7266: Comprehensive Exam for M.Ed. or Non-Degree IT course to the program sheet. We updated the name of MEDT 7461 to Instructional Technology, Media, and Design.

c. MEDT 7266 - Comprehensive Exam for M.Ed. or Non-Degree IT

Originator: Lara Willox

Request: Add Course

Rationale: Adding this 0-hour comprehensive exam course to the M.Ed. and Non-degree programs will allow program faculty to better direct students' final portfolio creation in the programs.

2) Department of Sport Management, Wellness, and Physical Education

a. PHED 7670 - Comprehensive Exam

Originator: Brian Mosier

Request: Add Course

Rationale: This is a required course in the revised Master in Physical Education Program.

C) College of Science and Mathematics

1) Department of Mathematics

a. Post-baccalaureate Certificate in Computational Mathematics

Originator: Michael Gordon

Request: Add Program

Rationale: The mathematics department is frequently approached by teachers and instructors needing graduate-level math courses in order to be credentialed to teach at the college level. Our certificate programs will help them to meet their institution's requirements while allowing them to choose a content area that best suits their needs.

b. Post-baccalaureate Certificate in Discrete Mathematics

Originator: Michael Gordan

Request: Add Program

Rationale: The mathematics department is frequently approached by teachers and instructors needing graduate-level math courses in order to be credentialed to teach at the college level. Our certificate programs will help them to meet their institution's requirements while allowing them to choose a content area that best suits their needs.

c. Post-baccalaureate Certificate in Statistics

Originator: Michael Gordon

Request: Add Program

Rationale: The mathematics department is frequently approached by teachers and instructors needing graduate-level math courses in order to be credentialed to teach at the college level. Our certificate programs will help them to meet their institution's requirements while allowing them to choose a content area that best suits their needs.

D) College of Social Sciences

1) Department of Psychology

a. Psychology, Ph.D.

Originator: Marie-Cecile Bertau

Request: Revise Program

Rationale: A. Rationale for re-organizing the structure of the catalog:

- 1) The structure of the current catalog is not clear enough, repeatedly leading to the same questions from potential as well as from current PhD students;
- 2) in addition, the language was often times not clear enough, also repeatedly leading to same questions. The aim of both 1-2 is to allow information to be located more easily and effectively.
- 3) The information provided in the catalog was less than the one provided through the department's website; the aim is thus to render both sites of information coherent and to make the information sustainable through catalog entry. For this reason, most of the additional text here entered is not new information.
- 4) New policies and procedures were discussed and developed by the PhD committee in AY 2018-19 and it is important to give them a meaningful place within the catalog. One policy is added here, see D.

B. Rationale for Adding the Mission Statement of the Program.

Given the fact that each of our programs in psychology has a recently crafted mission statement, it seems more than appropriate to add it to the catalog; this follows also practices in other programs.

C. Rationale for adding an admission requirement:

As PhD program, we want to make sure that our students complete successfully their PhD work by submitting substantial academic work. We framed a scaffold that encourages and helps the students to work early on their dissertation research for enhanced effectiveness and quality of the final written work. The new admission requirement -- writing a potential research project(see template attached as PDF that will be provided per link) -- gives us a new instrument to estimate an applicant's general ability toward academic work as well as it presents our program as attaching importance to high quality academic work.

D. Rationale for the policy added under "Financial Aid and Stipends"

- 1) By this policy, we want to make the agreement and its terms concerning its timing between the Department and the PhD student transparent.
- 2) We want also to protect our undergraduate students, ourselves as well as UWG from late cancellations and allow these only in specified cases.

E. Rationale for Reorganization of "Credit Breakdown"

The former text is one paragraph that makes it difficult to locate important information. Our breakdown through numbered elements clarifies and

systematizes the information. We added clarifying language in 3 and 4, and gave 6 a new order within the sequence of information.

F. Rationale for re-locating the information to the required quantitative/statistics class: it belongs in the same the category as the research method course. Deleted under "Required for teaching assistants"; language clarified to make transparent when credit hours are counted, when not (sentence added).

E) Tanner Health System School of Nursing

1) Nurse Educator Post-Master's Certificate

Originator: Susan Welch

Request: Revise Program

Rationale: The request for an updated Master of Science in Nursing program, post-master's certificate, nursing education is due to the revision of four courses within the current plan of study. The change of the four classes (NURS 6110, NURS 6111, NURS 6112, and NURS 6113) will allow for the infusion of interdisciplinary educational theories and evidence-based teaching strategies. Also, the revised practicums that separately focus on advancing the clinical knowledge and skills of the nurse educator as well as advancing the nurse educator competencies within a higher educational environment.

The revision of the four classes mentioned (NURS 6110, NURS 6111, NURS 6112, and NURS 6113) are currently in the Curriculog system for approval.

F) University College

1) Interdisciplinary Studies, M.I.S.

Originator: Nathan Walter

Request: Add Program

Rationale: The proposed Master of Interdisciplinary Studies (MIS) establishes a framework allowing departments and colleges at UWG to create interdisciplinary programs of study at the graduate level. In doing so, the MIS will serve the academic and professional preparation commitments articulated in UWG's mission as well as those reflected in its multiple academic initiatives, including the current Strategic Plan (2014-2020). Specifically, the proposed MIS degree will contribute to fulfilling goals in the following strategic areas:

A. Student development through academic engagement

Strategic Imperative #2 of the university's Strategic Plan aims to successfully develop students' potential and transform their lives through high-impact, high-quality academic programming. Systematic study has

shown that interdisciplinary studies contributes to high student engagement and higher order learning (e.g., Archibald, 2009 Toynton, 2005; Zimmerman et al, 2011). Built around a set of three required interdisciplinary courses and providing a structure for cross-cutting disciplinary engagement and creative problem-solving, the MIS fills a gap in the UWG curriculum. The proposed structure allows us to rapidly meet the needs of a wide range of industries in addition to enabling students to engage intellectually with, and create pathways through, the academic disciplines cultivated by UWG's departments and colleges.

B. Collaborations with partners in the community and industry
Strategic Imperative #2 includes action to expand students' engagement beyond the classroom and campus and to provide them opportunities to address questions and problems in varied non-academic contexts. Strategic Imperative #3 of the UWG's Strategic Plan endeavors to strengthen the role of collaborations with partners in the community and industry. The MIS degree provides a unique opportunity for UWG students and faculty to collaborate with local organizations, agencies, and businesses in academic programming, designing interdisciplinary pathways that develop knowledge and skill sets that will enhance graduates' employability and success in particular sectors while contributing to the vibrancy of the regional and state economies and strengthening citizen participation in local communities.

C. Student recruitment

Strategic Initiative #1 of the Strategic Plan spells out a "strategic recruitment" goal of developing and executing a recruitment and enrollment plan that drives purposeful growth. Over the past three years, the graduate student population at UWG has grown 31.3%. It is clear from these data that an increasing number of adult learners are seeking graduate-level degrees to meet their professional goals.

D. Recruitment and retention of high-quality faculty

Strategic Imperative #2 of the Strategic Plan states the aim of attracting and retaining high-quality faculty. The MIS degree serves this by offering a framework for innovative, timely, and creative intellectual collaborations among students and faculty. There is evidence that this feature of interdisciplinarity learning plays a role in attracting and retaining faculty (Archibald, 2009; Lansiquot et al, 2011).

Learning outcomes associated with graduate-level interdisciplinary

education include abilities and skills that enable effective problem-solving, critical thinking, and innovation, such as:

viewing a problem, question, or phenomenon from multiple perspectives and knowledge frameworks; making connections between them; making context-specific judgments about them; synthesizing insights, concepts, and modes of inquiry from multiple fields of knowledge and practice to produce new answers, insights, approaches, and solution-focused strategies. (Ivanitskaya et al, 2002; Miller & Mansilla, 2004; Repko, 2008).

This proposal to create a MIS degree program at UWG responds to a diverse set of voices attesting to the value of interdisciplinarity (as an approach, strategy, process, etc.) in general and these learning outcomes specifically. These voices include those of working scientists, creative artists, health care researchers and practitioners, scholars of teaching and learning, as well as experienced business and organizational professionals (Razmak & Belanger, 2016; Wallace, 2016; Whatley & Sabiescu, 2016; Noorden, 2015; Davenport, 2008).

UWG has existing capacity to offer an MIS, taking the form of over 30 Master's-level and one doctoral graduate programs in the Colleges of Arts and Humanities, Science and Mathematics, and Social Sciences alone. Additional graduate programs are offered through the applied colleges: Business, Education, and Nursing. (While departments in these colleges are welcome to develop interdisciplinary programs of study using the MIS framework, it is not expected that they will, given their existing demands and the requirements of their professional accreditation bodies.) Numerous MIS Pathways can be developed around the courses and expertise already embodied in these programs, e.g. the Cultural Heritage and Resources Management Pathway (see Section 5 below), which builds on existing course offerings in History, Geosciences, and Anthropology.

2) XIDS 6000 - Interdisciplinary Theory and Method

Originator: Nathan Walter

Request: Add Course

Rationale: The National Academy of Sciences cites the “increased comprehension, interest, and engagement” that narrative technique offers readers of academic research and professional writing. Taken after the student has progressed 12-15 hours in the MIS Pathway, this course will provide instruction in the techniques of narrative to help develop the student’s ability to effectively

communicate in writing, thereby articulating meaning within and across interlinked fields. The focus on narrative craft is a response to findings about the potency of storytelling both methodologically (helping the student achieve cognitive and conceptual clarity to distinguish, relate, contextualize, etc.) and expressively (helping the students to convincingly convey the purpose of the work / study / project, the significance, the relevance, the findings, the implications, etc., as well as possibilities beyond the project).

3) XIDS 6001 - Interdisciplinary Narrative Writing

Originator: Nathan Walter

Request: Add Course

Rationale: The National Academy of Sciences cites the “increased comprehension, interest, and engagement” that narrative technique offers readers of academic research and professional writing. Taken after the student has progressed 12-15 hours in the MIS Pathway, this course will provide instruction in the techniques of narrative to help develop the student’s ability to effectively communicate in writing, thereby articulating meaning within and across interlinked fields. The focus on narrative craft is a response to findings about the potency of storytelling both methodologically (helping the student achieve cognitive and conceptual clarity to distinguish, relate, contextualize, etc.) and expressively (helping the students to convincingly convey the purpose of the work / study / project, the significance, the relevance, the findings, the implications, etc., as well as possibilities beyond the project).

4) XIDS 6999 - Interdisciplinary Capstone

Originator: Nathan Walter

Request: Add Course

Rationale: All students in the Master of Interdisciplinary Studies program are required to submit a capstone project (according to parameters defined by the pathway to which they were admitted). Formally, students will submit their projects in this course, which is required of all MIS students. As such, the course provides a necessary framework for operationalizing the capstone requirement as well as program assessment. The course is designed to be tailored, as needed, for/by specific MIS Pathways--as long as the universal Student Learning Outcomes are retained

G) Graduate School

1) ABM Program Proposal

Originator: Toby Ziglar

Request: New Policy

Rationale: UGA recently had issues with SACSCOC over not having a clearly stated policy which then caused Kennesaw State to revise their own policy.

- 2) Academic Dismissal
Originator: Denise Overfield
Request: Modify

Rationale: The deletion of the last line of the policy should have been included when we revised the policy last year, but it was overlooked, leading to confusion recently when a student who had been dismissed from a program came back to a different program.

Information Items:

A) College of Education

- 1) Department of Communication Sciences and Professional Counseling
a. Higher Education Administration, Ed.D.
Originator: Matthew Varga
Request: Revise Program

Rationale: We would like to update our Admissions Requirements to reflect the following:

- Letter of intent articulating professional goals and reasons for applying to the program
- Masters degree
- A graduate cumulative GPA of at least 3.5 (all graduate coursework)
- Official transcripts from all schools attended, undergraduate and graduate
- At least 3 to 5 years of supervisory or budgetary full time professional experience in a higher education setting
- Curriculum Vitae
- 3 Letters of Support from: 1) Previous faculty member, 2) Direct supervisor, and 3) A reference of the applicant's choosing
- Interview with faculty
- Writing sample: In 2 - 3 double spaced pages, discuss with references a current issue facing higher education

The reasons for requesting removal of the GRE requirement include wanting to be socially conscientious regarding the nature of the GRE. Additionally, we have found no difference between student scores and their performance in the program. Finally, we are aligning with the national trend in the discipline of higher education administration by removing the GRE requirement. Multiple degree programs in higher education are removing the GRE as a requirement.

Referencing the modification to the writing sample requirement, we hope the writing prompt will replace the writing and critical analysis criteria.

We are adding an interview with faculty requirement.