

**Graduate Programs Committee Minutes**  
**Meeting Date: Wednesday, 12 January 2022: 2-3:30 pm via Zoom**

**Attendance:** Dena Kniess, David Boldt, Patrick Hadley, Jennifer Weber, Jim Yoder, Georgia Evans, Kyle Lorenzano, Mai Naito Mills, Marie-Cecile Bertau, Brent Gilles, Laura Caramanica, Connie Barbour, Shelley Rogers (for Charles Sicignano), Toby Ziglar, Daryush Ila and Donna Hayley

**Guests:** Jennifer Edelman, Mary Alice Varga, and Duane Yoder

**I Committee Introductions**

**II Charges from Faculty Senate President for 2021-2022**

- 1) 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
- 2) Recommend a policy on standardizing the credentials required for faculty to be designated as graduate faculty
- 3) Ensure faculty initiative in the creations and/or termination of graduate programs
- 4) Examine the relocation of GRAs from individual departments to the Graduate School
- 5) Program and Course Proposals

**III Course/Program Additions, Modifications, Deletions**

ACTION ITEMS:

A. College of Arts, Culture, and Scientific Inquiry

1. Department of Computing and Mathematics

a. CS 6986 – Internship

Originator: Dr. Lewis Baumstark. Presented by Dr. Duane Yoder

Request: Add Course

Decision: Approved

Discussion: This in-person internship course will support the face-to-face, Applied CS Master's Degree, which is designed to attract more students, particularly international students. These students will benefit from in-person work experience through internships in the field.

b. Applied Computer Science, M.S.

Originator: Dr. Lewis Baumstark. Presented by Dr. Duane Yoder

Request: Revise Program

Decision: Approved

Discussion: This program revision will allow the Applied Computer Science Master's Program to be offered in a face-to-face modality, in addition to the existing online offering, as a means of attracting more students, particularly international students.

B. College of Education

1. Department of Early Childhood through Secondary Education

a. Teacher Education, M.A.T., Concentrations in Secondary Education: Biology, Broad Field Science, Business Education, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science

Originator: Dr. Jennifer Edelman

Request: Revise Program

Decision: Approved

Discussion: Program revision will reduce the number of credit hours required for completion of Master of Arts in Teaching (M.A.T.) in various secondary education concentrations to help address the teacher shortage and pull UWG's program in line with competing institutions. Since these students come to the program with a bachelor's degree and have passed teacher certification tests, removal of one content/content pedagogy course will have no negative impacts on program rigor or teacher preparation. One optional course that has been offered in the past will be formally added to the program as an additional course option under Pedagogical Content Courses.

2. Department of Leadership, Research, and School Improvement

a. Educational Leadership Tier 1 Certification Program

Originator: Dr. Mary Alice Varga

Request: Add Program

Decision: Approved

Discussion: The Educational Leadership Tier 1 Certification Program is geared toward P-12 school-level positions below the principal level and district-level positions that do not supervise principals. The Tier 1 certification program currently has 400 students. Students who currently take these courses as non-degree seeking students are only recognized externally by the Georgia Professional Standards Commission (GAPSC). Formalizing these courses as a UWG stand-alone certificate benefits the institution by being able to count these students as program completers. Students also have the benefit of having an official UWG certificate and become financial aid eligible. Surprise among some that this certification had not resulted in a UWG certificate, but until it is added as a program, UWG did not recognize it as a UWG certificate program. UWG just reported the completion of the Tier 1 certification program to GAPSC, but did not recognize completion with a UWG certification. The addition of this UWG program will resolve that issue.

Other points discussed included clarification that a masters degree is a prerequisite for the Tier 1 certification and that those interested in a doctoral program are encouraged to enter a "leadership pathway" by applying to the Tier 1 certification to gain credentials and skills on the way to a doctoral program.

b. Educational Leadership Tier 2 Certification Program

Originator: Dr. Mary Alice Varga

Request: Add Program

Decision: Approved

Discussion: This program is for individuals who already hold an Ed.S. or Ed.D. degree in leadership, but are seeking a Georgia performance-based certificate in Educational Leadership. The program affords candidates advanced preparation in Educational Leadership for both school level and system level leadership positions and will result in a Tier II certificate in Educational Leadership.

Students who currently take these courses as non-degree seeking students are only recognized externally by the Georgia Professional Standards Commission. Formalizing these courses as a UWG stand-alone certificate benefits the institution by being able to count these students as program

completers. Students also have the benefit of having an official UWG certificate and become financial aid eligible.

c. School Improvement, Ed.D.

Originator: Dr. Mary Alice Varga

Request: Revise Program

Decision: Approved

Discussion: The GRE no longer serves as an important predictor in doctoral student success. Previous leadership experience is a stronger predictor for our students. Therefore, the program would like to remove the GRE admissions requirement and focus on updating the writing sample and essay requirements that applicants submit, along with the interviews that are conducted with finalist applicants about their leadership experience and attributes.

Removing the GRE also makes this doctoral program consistent with the other two doctoral programs in the College of Education that no longer require it for admission.

INFORMATION ITEMS: No information items.

#### IV. New Business

A. **Graduate Faculty Policy Status Subcommittee** (Georgia Evans, Laura Caramanica, David Boldt)

**Originator:** Dr. Dan Williams and Dr. Toby Ziglar

**Request:** Vote on policy

**Decision:** Approved

**Discussion:** Dr. Dan Williams and Dr. Toby Ziglar asked GPC to review Graduate Faculty Policy Status, giving all faculty graduate status would be out of SACS compliance. Dr. Boldt noted that UWG has not had a graduate faculty policy for several years, though one had been in place in the past. Previous policy was reviewed and updated, resulting in a policy that provides three pathways for appointment as graduate faculty:

- Tenure-track graduate faculty
- Associate Graduate Faculty
- Adjunct Member of Graduate Faculty

The graduate faculty approval process language was updated to make explicit that the Provost/VPAA is the final signature required for approval of every graduate faculty member appointment.

Dr. Marie-Cecile Bertau noted that Psychology sometimes appoints emeritus/emerita faculty for a year on graduate faculty status for doctoral dissertation committees. How would this new policy apply to emeritus/emerita faculty appointments in graduate faculty roles? Similarly, Dr. Ziglar noted that the graduate faculty policy also needs to incorporate affiliated faculty from other universities who sit on dissertation committees. The GPC added language to the policy to place emeriti and affiliated faculty under the Adjunct Member of Graduate Faculty pathway, as follows:

- "Emeriti or affiliated faculty may also be approved for adjunct member status."

**Unresolved question:** It's unclear whether current graduate faculty will be grandfathered or if they will need to go through the approval process. Dr. Ziglar states that we need to communicate with Suzanne Garrett in the Provost's Office for clarification. Despite this unresolved question, GPC decided to move ahead with a vote on the graduate faculty policy today to offer guidance to Faculty Senate.

## B. Graduate Catalog Change Requests

1. Change number of hours required for full time status as graduate student at UWG
  - **Originator:** Dr. Toby Ziglar
  - **Request:** Vote
  - **Decision:** Tabled
  - **Discussion:** Dr. Ziglar states that this is a complex question that affects reporting, financial aid eligibility, and other issues. More information is needed on this, so a decision was made to table this request.
    1. Dr. Marie-Cecile Bertau asked about the number of credit hours that international students are required to enroll in. Dr. Ziglar notes that this is a federal rule, it may not be in our current policy but if not, it needs to be added.
2. Clarification of Transfer Credit Policy for Graduate Students
  - **Originator:** Dr. Ziglar
  - **Request:** Vote
  - **Decision:** Approved
  - **Discussion:** Lots of discussion on how to calculate transfer credit. Dr. Ziglar noted the importance of consistency in how credit is transferred. Recommends that the first day when a student is enrolled should be the relevant date for transferring credit.
3. Policy for Completing Grade of Incomplete Grade
  - **Originator:** Dr. Ziglar
  - **Request:** Vote
  - **Decision:** Approved
  - **Discussion:** Catalog states that one year is the maximum duration for students to finish work to resolve an Incomplete grade. Some instructors prefer flexibility to set a deadline for one semester or some other amount of time if assignments required to be completed can be finished in significantly less than one year.
  - Donna Haley notes that if the deadline is less than one year, completion or lack of completion of the work will need to be manually tracked. The Registrar's Office cannot track Incomplete process if the duration is less than a year.
  - Additional discussion on when the clock starts for completion of the Incomplete work, regardless of what the timeframe is that is agreed upon by the parties. Is it one year from the last day of classes, one year from the date grades are entered, one day from the last day of classes, or can the professor specify a random start date for the Incomplete? Dr. Georgia Evans warned against using date of grade submission, since some students have submitted their Incomplete work a couple of hours before grades are due after one year and demanded that faculty grade the assignment under those time constraints. Final recommendation was that Incomplete grade timeframe should expire on the last day of classes in the terminal semester, whether one year or less. This last day of classes deadline would apply to in-person, hybrid, and 100% online classes.
  - Donna Haley emphasized the importance of putting the deadline for the Incomplete in documentation in the student's file, and possibly in Extender so anyone can view it and communicate with the student if the faculty member is unavailable. Ms. Haley notes that the Incomplete request form does not go to the Registrar's Office, so putting the expiration date of the Incomplete on this form will not get to the Registrar's Office for changing grade at the end of an Incomplete timeframe less than one year.

#### 4. Admission Policy Regarding Transcripts

■ **Originator:** Dr. Ziglar

■ **Request:** Vote

■ **Decision:** Approved

■ **Discussion:** Change will reduce time and cost burden on students and reviewers of submitting and evaluating transcripts from degree and non-degree granting institutions, by only requiring applicants for post-master's degrees or post-master's certificates to submit transcripts from degree-granting institutions. The College of Education and Psychology both support this change.

### C. Graduate Funding for Conferences

1. **Request:** Discussion

2. **Decision:** None

3. **Discussion:** Dr. Ziglar notes that Graduate School used to have funding to support graduate student travel to conferences, which would be pulled from operating funds. This money is no longer available. There has never been dedicated funding in the Graduate School for graduate student conference expenses. Dr. Marie-Cecile Bertau notes that the Psychology PhD program had, designated earmarked funds set aside by former COSS Assistant Dean Erin Brannon. Now doctoral students that get accepted to conferences have no funding to attend. She has developed a student research colloquium within DAPS as a means to give students an outlet to present their research. Dr. Ziglar recommends that each college request funds directly from the Provost and that we attempt to get graduate money for conference expenses added to the budget next year. They tried to obtain funds for graduate student travel this past year, but were unsuccessful.

### V. Old Business

#### A. GA Guidelines for Assistantships within Academic Affairs

- **Discussion:** Dr. Ziglar notes that the Graduate School received 51 submissions for assistantships. It's unclear how many individual assistantships were included in the 51 applications. The total amount requested was \$900,000 in assistantships. The Graduate School received \$800,000 to disburse. Proposals are out for review in the Colleges. They'll then go to another committee, and then Dr. Daryush Ila will submit the proposals and recommendations to the Provost for final decisions.
- Dr. Dena Kniess recommends that GPC meet with the Academic Policies Committee to discuss our respective interests regarding these Graduate Assistantship policies. Dr. Kniess will set up a subgroup for discussion.

### IV. Announcements

A. Next Meeting: February 9<sup>th</sup> from 2 – 3:30 p.m.

Adjourned: 3:25 pm

Respectfully submitted by Patrick Hadley