

Graduate Programs Committee Meeting Agenda
January 14, 2025 1:00 PM

- I. Call to Order
- II. Roll Call of GPC Committee Members
- III. Approval of previous meeting [minutes](#)
- IV. Program and Course Proposals

A. College of Education

1. [Elementary Education Ed.S.](#)

Graduate Revise Program Request

Rationale: Due to a shift in resources and a need to better support students through the research components of the program our department needed to take back these classes. However, the content of the courses is not substantially changing. We are also updating the list of courses that students can take under classroom issues and societal issues to decrease the amount of work required on multiple people to process petitions.

[Appendix](#)

2. [Post-Baccalaureate Certificate in Speech-Language Pathology](#)

Graduate Revise Program Request

Rationale: The three spring courses in the post-baccalaureate certificate program (SLPA 5705, SLPA 5706, and SLPA 5707) are currently 2 credit hours each. Program faculty have found that this does not work well with the structure of our courses and does not allow sufficient coverage of vital information. Therefore, we are changing each of those courses to 3 credit hours each. These updates will result in a change of the overall program hours from 18 to 21 credit hours. We are removing the requirement of completing standalone coursework in science and math prior to taking SLPA 5705, SLPA 5706, and SLPA 5707. Instead, this coursework can be taken at any point in the program and will be required for candidates pursuing the Speech Language Associate certificate, and recommended for candidates applying to a master's program in Speech-Language Pathology. To track this requirement for those pursuing the Speech Language Associate certificate, we would like to establish a code in Banner SOATEST that will populate into Wolf Watch indicating the standalone coursework requirement has been met. This area is not required to award the internal certificate. However, it will allow us to confirm those that have fully completed the requirements for

the Speech-Language Associate certificate issued through the Georgia Professional Standards Commission. Recommendation for the code is as follows:
Test Code – SLAC Description – SLA Standalone Coursework Test Score – SLAC

[Appendix](#)

3. [SLPA 5705 Speech and Hearing Science](#)

Graduate Revise Course Request

Rationale: The three spring courses in the post-baccalaureate certificate program (SLPA 5705, SLPA 5706, and SLPA 5707) are currently 2 credit hours each. Program faculty have found that this does not work well with the structure of our courses and does not allow sufficient coverage of vital information. Therefore, we are changing each of those courses to 3 credit hours each. Additionally, the four basic sciences courses (biological science, chemistry or physics, statistics, and social or behavioral science) are listed as prerequisites to this course. This prevents students from taking the courses during this final semester and causes unnecessary difficulties with the registration process. Removing those prerequisites will allow students an additional semester to complete the courses and does not affect their ability to perform well in this course.

[Appendix](#)

4. [SLPA 5706 Introduction to Audiology](#)

Graduate Revise Course Request

Rationale: The three spring courses in the post-baccalaureate certificate program (SLPA 5705, SLPA 5706, and SLPA 5707) are currently 2 credit hours each. Program faculty have found that this does not work well with the structure of our courses and does not allow sufficient coverage of vital information. Therefore, we are changing each of those courses to 3 credit hours each. Additionally, the four basic sciences courses (biological science, chemistry or physics, statistics, and social or behavioral science) are listed as prerequisites to this course. This prevents students from taking the courses during this final semester and causes unnecessary difficulties with the registration process. Removing those prerequisites will allow students an additional semester to complete the courses and does not affect their ability to perform well in this course.

[Appendix](#)

5. [SLPA 5707 Introduction to Neurological Disorders](#)

Graduate Revise Program Request

Rationale: The three spring courses in the post-baccalaureate certificate program (SLPA 5705, SLPA 5706, and SLPA 5707) are currently 2 credit hours each.

Program faculty have found that this does not work well with the structure of our courses and does not allow sufficient coverage of vital information. Therefore, we are changing each of those courses to 3 credit hours each. Additionally, the four basic sciences courses (biological science, chemistry or physics, statistics, and social or behavioral science) are listed as prerequisites to this course. This prevents students from taking the courses during this final semester and causes unnecessary difficulties with the registration process. Removing those prerequisites will allow students an additional semester to complete the courses and does not affect their ability to perform well in this course.

Appendix

6. Post-Baccalaureate Certificate in Student Development in Higher Education

Graduate New Program Request

Rationale: Higher education professionals have diverse academic qualifications, yet, few have practical experience with higher education administration course content. This certificate is designed to offer pointed expertise in the area of student development within higher education. The foci are: (1) The history and philosophical underpinnings of student development in the United States. (2) What is the compositional diversity of students participating in higher education? (3) How do students change as a result of participating in higher education? and (4) How might student development differ across varied student identities? The four courses in the certificate (HEDA 6170, 6172, 7145, and 6178) all count toward a 30-credit hour master's in Higher Education Administration if a student were to choose to apply and be admitted into the M.Ed. Through the present proposal, the Post-Baccalaureate Certificate in Student Development in Higher Education will be devised as a certificate, a designation that will afford several benefits to students and program faculty: (1) For students, this designation will provide them the ability to plan and monitor their progress using DegreeWorks (Wolf Watch). A stand-alone certificate in Student Development in Higher Education will also provide students with recognition of completion of the program on the official transcript and provide them with a UWG-earned certificate. (2) For faculty advisors, this designation will support their efforts to provide advising support and monitoring to students (through DegreeWorks). (3) For program faculty-administrators, the designation as a certificate will allow them to assess student learning outcomes using university resources like Xitracs. (4) Finally, by devising this program as a graduate certificate, this program will be recognized on the Georgia Board of Regents Degrees and Majors Authorized list, and program administrators will have a clear accounting of the number of completers.

Appendix

B. College of Mathematics, Computing, and Sciences

1. [Biology M.S.](#)

Graduate Revise Program Request

Rationale: There are 4 updates to the program as described below. These updates do not change the program requirements. We have included an updated curriculum assessment map, as requested, to incorporate these and other recent changes to the course offerings. 1. Remove program description of combined MS/MAT option because it was not approved by COE last year and is not active. Some other minor copy edits were completed to the overall program description to improve flow. 2. Add two new elective biology courses to the program & schema (BIOL 6750 Clinical Neuroscience (already approved) and BIOL 6530 Medical Physiology (proposal pending)). These courses are particularly relevant to the popular MS Biology, Biomedical Sciences Concentration and count toward Core Area 1. 3. Delete 2 elective courses (BIOL 5666 & 6150) that are being removed from the program because the faculty have retired and they have not been taught recently. 4. Add popular electives taken by students from outside the major (CMWL and GEOG) to reduce Wolfwatch petitions. The program already accepted these outside courses through the cumbersome and confusing petition process for students. As previously described in our program, the thesis track allows for 6 outside credits, and the nonthesis track 9 outside credits. I have consulted with the register on the wording for the electives in the schema. 4. Adds the full degree requirements to the combined MS/MBA description for clarification. While the program was already approved last year, we didn't have this schema listed in the catalog, which can cause confusion for prospective students viewing the catalog.

[Appendix](#)

2. BIOL 6530 Medical Physiology

Graduate New Course Request

Rationale: This course addresses the growing enrollment in the MS Biology program, particularly among non-thesis students in the biomedical sciences concentration. It provides essential advanced physiology content to better prepare students for professional programs in medicine, dentistry, veterinary science, and other biomedical careers. By adding a much-needed 6000-level course option, the course fills a significant curriculum gap, as students must complete 15 credit hours at this level. This need is especially pressing for UWG undergraduates who have already taken cross-listed 6000-level courses, such as Biochemistry, Histology, and Human Physiology, and cannot retake them as a graduate student. The asynchronous online delivery format ensures sufficient enrollment, supporting consistent course offerings every year or two while enhancing the program's appeal and competitiveness for recruiting high-caliber students.

[Appendix](#)

3. [Post-Baccalaureate Certificate in Biomedical Sciences](#)

Graduate New Program Request

Rationale: Provides an academic pathway for various students, including those: 1. Looking for an opportunity to test the waters before committing to a more time-intensive and costlier M.S. graduate program. 2. Seeking to strengthen academic credentials for admission to medical, dental, veterinary, or other health professional schools. 3. Changing careers and may not have a traditional biology undergraduate degree. 4. Pursuing additional technical and analytical knowledge for career advancement.

Appendix

V. Old Business

1. Graduate Assistants Process and Review
2. Program Comprehensive Reviews