

GRADUATE PROGRAMS COMMITTEE

DENA KNISS, CHAIR

MEETING AGENDA for

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

**Join Zoom Meeting**

<https://us06web.zoom.us/j/82182762670?pwd=MEJIZU55V1B6NTIHdmMvUWFZbjlZZz09>

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I) Call to Order

II) Charge to Committee per Faculty Senate President

A) 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

B) Recommend a policy on standardizing the credentials required for faculty to be designated as graduate faculty

C) Ensure faculty initiative in the creation and/or termination of graduate programs

D) Examine the relocation of GRAs from individual departments to the Graduate School

E) Program and Course Proposals

**F) College of Arts, Culture, and Scientific Inquiry**

i) Department of Anthropology, Psychology, and Sociology

(a) SOCI - 5015 - Analyzing and Visualizing Data

REQUEST: Add - New Course

RATIONALE: SOCI 4015 (Analyzing and Visualizing Data) currently exists as an undergraduate course, but graduate students have joined this course in the past by doing an independent study. Offering a graduate section of this course would be beneficial for the following reasons:

- 1) The skills students develop in this course (e.g. use of data visualization software) will be useful for MA students in finding jobs and in their careers
- 2) The proposed SOCI 5015 can be added to the Sociology MA Applied Track as an option for the additional research methods course, which will help resolve a roadblock in students getting the courses they need to complete this track.

**A) College of Education (COE)**

- i) Department of Counseling, Higher Education and Speech Language Pathology
  - (a) REQUEST: Revise Program Request- M.Ed. Counseling Concentrations in Clinical Mental Health Counseling and M.Ed. in School Counseling

**RATIONALE: School Counseling**

We are updating the Admissions requirements to expand the pool of students to consider for admissions. Specifically, we are removing the GRE requirement as we have found it not to be predictive of student success.

The previous admission's requirements were:

2.7 Undergraduate GPA

Resume

Minimum GRE composite score of: 286 with a minimum of 146 verbal and 140 quantitative, and a 3.5 analytical writing. Scores must be no more than 5 years old.

Passing score on the GACE Program Admission Assessment, Combined Test I, II, and III; or The GACE Program Admission Assessment, Combined Test I, II, and III can be exempted with the following scores: SAT exemptions on score reports dated PRIOR to 7/1/19: minimum combined Critical Reading/Verbal and Mathematics score of 1000 OR Evidence Based Reading/Writing and Mathematics (from new SAT administered March 2016 forward) score of 1000 SAT exemptions on score reports dated ON or AFTER 7/1/19: minimum combined Evidence Based Reading/Writing and Mathematics score of 1080 ACT Composite score: 43 on English and Math GRE Composite score: 1030 on Verbal and Quantitative (before 8/1/2011); or GRE Composite Score; 297 on Verbal and Quantitative on or after 8/1/2011) Valid Teaching Certificate

Written personal narrative describing the reasons for applying to the program, an analysis of personal strengths and weaknesses related to chosen option, career goals, and anticipated benefits from the program.

Interview with faculty. This interview will focus on the assessment of factors such as emotional maturity, professional related experience, readiness for the program, life

experiences, attitude, compatibility with department goals, and communication/interpersonal skills.

**The new admission requirements should include:** Passing score on the GACE Program Admission Assessment, Combined Test I, II, and III; or The GACE Program Admission Assessment, Combined Test I, II, and III can be exempted with the following scores: SAT exemptions on score reports dated PRIOR to 7/1/19: minimum combined Critical Reading/Verbal and Mathematics score of 1000 OR Evidence Based Reading/Writing and Mathematics (from new SAT administered March 2016 forward) score of 1000; SAT exemptions on score reports dated ON or AFTER 7/1/19: minimum combined Evidence Based Reading/Writing and Mathematics score of 1080; ACT Composite score: 43 on English and Math; Valid Teaching Certificate  
Written personal narrative describing the reasons for applying to the program, an analysis of personal strengths and weaknesses related to chosen option, career goals, and anticipated benefits from the program.

Interview with faculty. This interview will focus on the assessment of factors such as emotional maturity, professional related experience, readiness for the program, life experiences, attitude, compatibility with department goals, and communication/interpersonal skills.

### **Clinical Mental Health**

We are updating the Admissions requirements to expand the pool of students to consider for admissions. Specifically, we are removing the GRE requirement as we have found it not to be predictive of student success. The previous admission's requirements were: Minimum 2.7 undergraduate GPA Minimum GRE composite score of: 286 with a minimum of 146 Verbal and 140 Quantitative, with a 3.5 Analytical Writing. Scores must be no more than 5 years old  
Written personal narrative describing the reasons for applying to the program, an analysis of personal strengths and weaknesses related to the chosen option, career goals, and communication/interpersonal skills. Resume Interview with faculty (after admissions file is complete)

**The new admission requirements should include:**

Minimum 2.7 undergraduate GPA

A written personal narrative describing the reasons for applying to the program, an analysis of personal strengths and weaknesses related to the chosen option, career goals, and communication/interpersonal skills.

Resume

Interview with faculty (after admissions file is complete)

- (b) REQUEST: Revise program - admission criteria for Ed.S. in Professional Counseling
- RATIONALE: We are updating the Admissions requirements to expand the pool of students to consider for admissions. Specifically, we are removing the GRE requirement as we have found it not to be predictive of student success. Additionally, we would like to remove the interview component. The previous admission's requirements were: • Master's degree in counseling or very closely related field • Minimum 3.0 graduate GPA • Official GRE scores: Composite score of 291 (minimum of 150 Verbal and 141 Quantitative, 3.5 Analytical Writing). Scores must be no more than 5 years old. • Written personal narrative describing the reasons for applying to the program, an analysis of personal strengths and weaknesses related to the chosen option, career goals, and communication/interpersonal skills. • Resume • Interview with faculty (after admissions file is complete) **The new admission requirements should include:** • Master's degree in counseling or very closely related field • Minimum 3.0 graduate GPA • A written personal narrative describing the reasons for applying to the program, an analysis of personal strengths and weaknesses related to the chosen option, career goals, and communication/interpersonal skills. • Resume

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

- (a) REQUEST: Add New Program - M.S. in Integrative Health and Wellness
- RATIONALE: The proposed graduate program in integrative health and wellness aligns with the institution's mission by empowering students to realize their full potential through academic engagement. This unique, online graduate degree-seeking program will tap into the high demand field of preventative and integrative health. Graduates for this degree program will have the skill set to contribute responsibly and creatively to a complete 21st Century global society. This program in integrative health would allow the University of West Georgia to be competitive with comparable and top-tier universities throughout the USG and the southeast region of the United States given the high-level of rigor, certification potential, and job market analysis. It would also allow the University of West Georgia to become nationally relevant in the field of health and wellness coaching given the demand for such training and the online nature of the program.
- (b) REQUEST: Add Course - CMWL 6100 - Lifestyle Medicine and Integrative Health

RATIONALE: This program provides the skills, knowledge and expertise needed to become skilled health and wellness coaches who help clients clarify health and wellness goals through introspection, leverage their strengths, address challenges in behavior change, implement and sustain life-changing behaviors, and manage both setbacks and progress. This course is required for students to be eligible for the National Board Certified Health and Wellness Coaching exam.

c) REQUEST: Add Course - CMWL 6200 - Behavior Change Models, Methods & Theories

RATIONALE: Required courses for the M.S. in Integrative Health and Wellness

(d) REQUEST: Add Course - CMWL 6300 - Mind Body Medicine

RATIONALE: See above

(e) REQUEST: Add Course - CMWL 6400 - Exercise and Nutrition for Health & Healing

RATIONALE: See above

(f) REQUEST: Add course - CMWL 6500 - Health Technologies

RATIONALE: See above

(g) REQUEST: Add course - CMWL 6600 - Wellness Law & Entrepreneurship

RATIONALE: See above

(h) REQUEST: Add course - CMWL 6700 - Personal and Professional Development for the Health and Wellness Coach

RATIONALE: See above

(i) REQUEST: Add course - CMWL 7000 - Advanced Health and Wellness Coaching

RATIONALE: See above

(j) REQUEST: Add course - CMWL 7100 - Capstone (Culminating Experience)

RATIONALE: See above

**B) Richards College of Business (RCOB) - NONE**

**C) Tanner Health System School of Nursing (THSSON) - NONE**

**D) University College - NONE**

IV) New Business

A) Draft Policy for Review - GA Policy for Assistantships in Academic Affairs - Dr. Ila & Dr. Ziglar

B) Secretary for Minutes

C) Graduate Faculty Policy Status - volunteers

V) Old Business

- A) Send proxy if unable to attend the meeting that month
- B) Upcoming scheduling for Fall 2021 – meetings will be held virtually
  - i) October 6th at 2:00 pm
  - ii) November 3rd at 2:00 pm  
November 17th at 2:00 pm