

**Graduate Programs Committee (GPC)--Draft
Agenda for 4/16/15 meeting at 3:00pm (SON Room #200)**

Minutes Approved, September 4, 2015

GPC Members present: Susan Hall Webb, Dawn McCord, Lama Farran, Anja Remshagen, Kareen Malone, Lynn Anderson, Hema Ramanathan, Denise Overfield, Toby Ziglar, Christy Berding, and Susan Welch

Guests: Debra MaComb, Mike Johnson, Greg Nixon, Matt Varga, Jessica Bucholz, and Jeong Seong

1. Minutes: 3/12/2015

Any Changes, Additions, Modifications

Action: Approve

2. Course/Program Additions, Modifications, Deletions:

A. College of Social Sciences

1. Course Proposals:

a. Psychology Department

i. Course: PSYC 7004 Historical Foundations of Psychology (Originator Osbeck, Lisa). The course is intended to provide historical overview of the field of psychology, including its conceptual situation in broad traditions of thought and as it has developed in its “mainstream” trajectories as a distinct discipline. The main purpose of the course is to reflect on and critically assess standard accounts of psychology’s history, which will afford assessment of its future. (See

<https://apps.westga.edu/catalog/>)

Request: Add

Rationale: Replaces PSYC 8003. Opens course to MA students.

Action: Approve

b. Criminology Department

i. Course: CRIM 5001 Survey Research Methods

(Originator Johnson, Mike). This course will introduce one of the most common research methods used in the field of criminology: the survey. Topics covered will include sampling, modes of conducting surveys, question wording, and dealing with non-response. In the later part of the semester, students will gain practical knowledge of the topic by conducting and supervising live telephone interviews. (See <https://apps.westga.edu/catalog/>)

Request: Add

Rationale: The Department of Criminology is in a unique position to offer a course on survey research because it houses the UWG Survey Research Center. This allows students to not only learn the academic side of survey research but also to gain practical hands-on experience in the field. Thus, CRIM 5001 would directly support the UWG Strategic Plan, specifically Strategic Imperative #1, Goal D, Objective 2, and Strategic Imperative #2, Goal A, Objective 3. This course has been taught as CRIM 5280 (Special Topics) seven times.

Action: Approve

c. Political Science Department

i. Course: POLS 6209 Management of Non-Profit Organizations (Originator Sanders, Robert M.). Course already exists with same name at POLS 4215/5215 for undergraduates and graduates and is taught yearly. No need for this class listing, which is never offered. (See <https://apps.westga.edu/catalog/>)

Request: Delete

Rationale: Course already exists with same name at POLS 4215/5215 for undergraduates and graduates and is taught yearly. No need for this class listing, which is never offered.

Action: Approve

ii. Course: POLS 5515 Terrorism and Counterterrorism (Originator Nixon, Greg). This course is a graduate reading course in terrorism and counter-terrorism. This course will discuss what terrorism is and where it fits in the contemporary conflict spectrum in international relations. We will examine the role of terrorism across time with an emphasis on the 20th and 21st centuries and particular focus on the contemporary context. We will explore the issues raised by contemporary terrorism and seek to explore how this has changed since the end of the Cold War. The course will also deal with efforts to control terrorism in various parts of the world. Primary focus will be on counter-terrorism efforts since 9/11. (See <https://apps.westga.edu/catalog/>)

Request: Add

Rationale: This course is being added as part of a curriculum update for the department. This course has been taught a number of times as a special topics course and is being added to the standard curriculum. This course is standard for Public Administration programs.

Action: Approve

iii. Course: POLS 5516 American National Security Policy (Originator Nixon, Greg). This course is a mixed upper division/graduate course in American National Security Policy. This course focuses on the formulation and implementation of American national security policy. The course will cover the basic theoretical models for the policy process as well as the conceptual foundations of national security policy. The course will cover the inter-relationship between policy-makers, institutional frameworks, and the political process. The goal of the course is to provide a solid foundation of knowledge relating to the national security apparatus of the United States. (See <https://apps.westga.edu/catalog/>)

Request: Add

Rationale: This course is being added as part of a curriculum update for the department. This course has been taught a number of times as a special topics course and is being added to the standard curriculum. This course is standard for Political Science programs, especially those with a policy focus.

Action: Approve

iv. Course: POLS 5518 Arab-Israeli Conflict (Originator Nixon, Greg). This course is being added as part of a curriculum update for the department. This course has been taught a number of times as a special topics course and is being added to the standard curriculum. This course is standard for Political Science programs, especially those with a policy focus. (See <https://apps.westga.edu/catalog/>)

Request: Add

Rationale: This course is a graduate reading course on the conflict in the Middle East between the nation of Israel and its Arab neighbors. The course explores the historical origins of the conflict in modern Zionism and colonialism and traces its development through the various hot and cold conflicts of the post WWII era. The course will discuss the inter-relationship between the power politics of nations and the politics of identity. The Arab-Israeli conflict will be situated within the wider regional politics in the Middle East as well as temporally in the context of the post WWII international system. This course will explore the complexity of the conflict as well as various attempts at its resolution. The course will also explore the potential impact of the changes of the Arab Spring on the dynamics of the conflict.

Action: Approve

2. Program Proposals:

a. Psychology Department

i. Program: Master of Arts with a Major in Psychology (Originator, Osbeck Lisa). Change required number of hours from 15 to 12. (See

<https://apps.westga.edu/catalog/>)

Request: Modify

Rationale: Under the 15 hour requirement, students in the certificate program were taking some three and four hour courses to complete the requirements for the certificate.

Although the overall hours are reduced, each course now carries four hours credit that is specifically designed for the certificate and gives the student a more concentrated curriculum. Too, it allows students to complete the program during a summer term.

Action: Defer until next GPC meeting

B. College of Arts and Humanities

1. Course Proposals:

a. English and Philosophy Department

i. Course: ENGL 5188 Studies in Individual Authors (Originator MacComb, Debra). An examination of the career of a single literary figure in the context of literary history. Frequent offerings in Shakespeare and Chaucer will rotate with courses in a variety of other figures from several literary traditions. May be repeated for credit as topic varies. Shakespeare may be taken for up to six (6) hours, if topic varies, with department chair's permission. (See <https://apps.westga.edu/catalog/>)

Request: Modify

Rationale: Graduate level course number for ENGL 4188

Action: Approve

C. School of Nursing

1. Program Proposals:

i. Program: EdD in Nursing Education (Originator Duke, Karen).
Modification of current plan of study. (See <https://apps.westga.edu/catalog/>)

Request: Modify

Rationale: The EdD in Nursing Plan of Study has been in place for now three years. As students have progressed through the program, program strengths and weaknesses have been identified by the graduate faculty. As a means to be proactive and cognizant of needed program changes, the graduate faculty of the School of Nursing wish to add to the current plan of study the following:

1. A writing course to focus on scholarly writing at the beginning of the program
2. An additional research methods course will be offered in the second year of study to provide an in-depth study of the process of conducting either quantitative or qualitative research.
3. Lastly, the two distance courses (MEDT 7472 and MEDT 7475) will be removed and one doctoral level distance education course will be added which solely focuses on the current issues and challenges of nurse educators teaching in online environments.

Action: Approve

2. Course Proposals:

i. Course: NURS 9006 Policy Analysis. (Originator Duke, Karen). This course is an advanced study of policy and its impact on nursing education and health care. It is designed to enable nurse educators to become more knowledgeable, effective, and responsible actors within the political context of the academic and healthcare settings. Relationships among law, ethics, and policy will be explored. Students will examine a clinical or educational issue and demonstrate how policy impacts outcomes related to the issue. (See <https://apps.westga.edu/catalog/>)

Request: Modify

Rationale: Course NURS 9006 will be modified to a 2 credit course in order to maintain the program plan of study of 60 hours, and taught Summer 1st Year, #3rd semester.

Action: Approve

ii. Course: NURS 9016 Distance Education in Nursing (Originator Duke, Karen). This course provides a focus on current issues and challenges for the distance education professional in nursing education through the design and evaluation of e-learning learning environments.

(See <https://apps.westga.edu/catalog/>)

Request: Add

Rationale: A doctoral level distance education course will be added which solely focuses on the current issue and challenges of nurse educators teaching in online environments.

Action: Approve

iii. Course: NURS 9018 Advanced Research Methods (Originator Duke, Karen). This course provides an opportunity for students to build upon previous content addressed in NURS 9002 and NURS 9003 and focuses on the design and conduct of quantitative and qualitative research study.

(See <https://apps.westga.edu/catalog/>)

Request: Add

Rationale: An additional research methods course will be offered in the second year of study to provide an in-depth study of the process of conducting either quantitative or qualitative research.

Action: Approve

D. College of Education

1. Program Proposal:

a. Clinical and Professional Studies

Program: Master of Education with a Major in Professional Counseling (College Student Affairs) (Originator Varga, Matt). We are revising our plan of study to better reflect the needs of the students and the mission of the program. We previously offered CEPD 6131 Counseling Theories with CEPD 6172 Student Development Theories and CEPD 6170 Foundations of

College Student Affairs. We have moved CEPD 6131 to the First Spring Semester and moved CEPD 6140 Introduction to Counseling Practice to the First Fall Semester. We also moved CEPD 7152 to the second spring semester and removed CEPD 6176 Legal Issues in Higher Education. This move allows us to offer a Special Topics course that may fluctuate with current issues important to college student affairs professionals. We added CEPD 7145 Advocacy and Leadership to the first summer semester and moved CEPD 6178 The American College Student to the second fall semester. In place of an elective during the second fall semester, we are requiring students to take CEPD 7153 Crisis and Trauma. We also moved CEPD 6160 Group Counseling to the second spring semester. (See <https://apps.westga.edu/catalog/>)

Request: Modify

Rationale: The change in this plan of study is necessary to stay current in the field of College Student Affairs. The first fall semester was theory heavy for students. Through assessment and anecdotal feedback, we found the students would benefit from having a skills class alongside one theory class. This is accomplished by adding CEPD 6140 to the first fall semester. CEPD 6176 Legal Issues in Higher Education does not necessarily align with our program mission as this class is more pertinent to programs designed around higher education administration, not student affairs. Additionally, we felt we can add key principles from CEPD 6176 into CEPD 6170 Foundations of College Student Development and CEPD 6174 Higher Education Administration. Removing this class allows us an additional class spot to provide greater flexibility in offering courses to remain current. Thus, we added a special topics class that may change from year to year based on current needs in the field. For example, understanding the college environment is very important right now as is college student mental health. Both topics could serve as a special topics course. We moved CEPD 7152 to the last spring semester as it is an online course. This provides our students with greater flexibility to travel when

conducting job searches. Additionally, students learn components of the research class throughout the curriculum such as research techniques and literature reviews. The addition of CEPD 7153 Crisis and Trauma provides students with an additional skillset for working on college campuses particularly as it relates to crisis situations. Adding the requirement for students to take CEPD 7145 Advocacy and Leadership enables us to provide students with skills related to social justice, equality, and advocating for their students.

Action: Approve

b. Learning and Teaching

i. Program: Master of Education with a Major in Special Education and Teaching (General Curriculum). (Originator Bucholz, Jessica). We have changed the practicum course for this program. The old course was one that was taught to both MAT and MEd students concurrently. SPED 6791 will allow us to address more advanced issues with students in the MEd program because it is different from the course that students in the MAT program take to earn initial certification. Additionally, we have removed one of the curriculum courses to include the new COE curriculum course (CURR6575). We believe that inclusive nature of this curriculum course (multiple programs being included in the same course) will be beneficial for our students. (See <https://apps.westga.edu/catalog/>)

Request: Modify

Rationale: We have changed the practicum course for this program. The old course was one that was taught to both MAT and MEd students concurrently. SPED 6791 will allow us to address more advanced issues with students in the MEd program because it is different from the course that students in the MAT program take to earn initial certification. Additionally, we have removed one of the curriculum courses to include the new COE curriculum course (CURR 6575). We believe that inclusive nature of this curriculum course (multiple programs being included in the same course) will be beneficial for our students.

Action: Approve

ii. Program: Master of Education with a Major in Special Education and Teaching (General Curriculum) (Originator Bucholz, Jessica). We want to change our admission requirements for the MEd program to the following:

1. Complete requirements for a Bachelor's degree from an accredited institution.
2. Present a cumulative 3.0 (4.0 scale) grade point average or higher on all undergraduate work.
3. Present a current renewable certificate in Special Education.
4. Present current official scores on the Graduate Record Examination (GRE) showing competitive scores.
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study. (See <https://apps.westga.edu/catalog/>)

Request: Modify

Rationale: To facilitate the gathering of additional information to aid in the selection of qualified candidates.

Action: Approve

iii. Program: Specialist in Education with a Major in Special Education (Originator Bucholz, Jessica). We are submitting changes to our entrance requirements for our Educational Specialist Degree in special education to include the following:

For students who have a Master's Degree in special education.

Applicants must:

1. Complete requirements for a Master's degree in special education from an accredited institution.
2. Present a cumulative 3.5 (4.0 scale) grade point average or higher on all graduate work.
3. Present a current teaching certificate in special education.
4. Document 2 or more years of successful experience as a special education teacher.

5. Take part in an interview with program faculty. The interview may take place in person or with the use of technology (e.g. Skype, Go To Meeting).

For applicants who do not have a Master's degree in special education.

Applicants must:

1. Complete requirements for a Master's degree in education from an accredited institution.
2. Present a cumulative 3.5 (4.0 scale) grade point average or higher on all graduate work.
3. Present a current teaching certificate in special education.
4. Document 2 or more years of successful experience as a special education teacher.
5. Take part in an interview with program faculty. The interview may take place in person or with the use of technology (e.g., Skype, Go to Meeting).
6. Complete the following prerequisite courses:

SPED 6715

SPED 6721

SPED 6766

SPED 7721

(See <https://apps.westga.edu/catalog/>)

Request: Modify

Rationale: These changes allow students who are teaching special education but who do not have an academic background in special education to still be admitted to this program by taking prerequisite courses. Advising information will be included in a different location, not on the official program sheet.

Action: Approve

2. Course Proposals

a. Leadership and Instruction

- i. Course: SEED 7266 Advanced Instructional Strategies for the 21st Century Classroom (Originator Huss, Robyn). This course is designed for continued professional growth of teachers as they

investigate and evaluate best practices in the teaching of English, social studies, science, math, business, or other fields, with a focus on developing instructional strategies and curriculum that maximize the potential of 21st Century technologies to meet the needs of all learners. This course includes a field experience component that focuses on the use of online teaching platforms for instruction. (See <https://apps.westga.edu/catalog/>)

Request: Add

Rationale: This new course add was completed in the CSS as SEED 7265 before it was realized at the Registrar level that this course number could not be used. This course is being deleted as SEED 7265 and is being re-submitted as a new add as SEED 7266, a number that has been determined as an available substitution. The only change on the attached syllabus from the previously approved course is the course number. This course will be listed as a content pedagogy elective for students in the SEED MAT program and a content pedagogy course requirement on the SEED MEd program sheet. GA PSC requirements are met for this content pedagogy course by including the specific content areas in the course description and by specifying in assignments, such as the unit plan, that students will complete assignments according to their content area of certification.

Action: Approve

- ii. Course: SPED 6761 Classroom Behavior Management (Originator Bucholz, Jessica). Theoretical formulation and practical applications of behavioral techniques, especially as they apply to management and control of behavior in the school. (See <https://apps.westga.edu/catalog/>)

Request: Modify

Rationale: The currently approved course includes lab hours. Students are not required to complete lab hours so we are removing this requirement from the course to make this a 3-credit hour lecture course. We are also removing the

prerequisite from this course as the information is not necessary for students to successfully complete this course.

Action: Approve

- iii. Course: SPED 6706 Special Education in the Regular Classroom (Originator Bucholz, Jessica). Study of characteristics, identification, and support needs of exceptional children and youth. Includes basic teaching strategies and supportive techniques/resources for meeting needs of pupils with special needs in the regular classroom. Designed for non-special education majors. (See <https://apps.westga.edu/catalog/>)

Request: Modify

Rationale: The currently approved course includes lab hours. Students are not required to complete lab hours so we are removing this requirement from the course to make this a 3-credit hour lecture course.

Action: Approve

E. College of Science and Mathematics

1. Program Proposal

a. Geosciences Department

- i. Program: Post-Baccalaureate Certificate in Geographic Information Systems (Originator Seong, Jeong). Please see attachment. (See <https://apps.westga.edu/catalog/>)

Request: Modify

Rationale: Please see attachment. (See <https://apps.westga.edu/catalog/>)

Action: Approve

3. Unfinished business from 2013-14 GPC:

A. Graduate Student Summer Library Privileges Subcommittee

GPC committee discussed the Graduate Student Summer Library Privileges policy. The committee agreed to remove the following language from the policy:

- *are those who meet the institution's continuous enrollment policy. Under the continuous enrollment policy, students in all graduate programs must either*

Instead, the following Graduate Student Summer Library Privileges policy will be offered to the library privileges subcommittee as an alternative:

Graduate Student Summer Library Privileges

For graduate student eligibility for library privileges, "currently enrolled students," "current students," and "active students" must meet the following criteria for continuous enrollment:

- 1) be enrolled in at least one credit hour during the semester in which library privileges are used, or*
- 2) maintain enrollment totaling 3 hours (or more) over all consecutive three semester periods (including summers). In other words, the total enrollment of the current term plus the two terms preceding it must add to 3 hours or more at all times. For the purposes of library privileges eligibility, the combined summer sessions constitute the summer semester.*

4. New business:

- A. GPC chair for the 2015-16 year -Dawn McCord...thank you Dawn!**

A. Senate – Graduate Programs Committee... 2014-2015 Members List:

	Senate Members	
Welch, Susan (Chair)	swelch@westga.edu	Senate – SON (2015)
Hall, Susan	sehall@westga.edu	Senate – RCOB (2015)
McCord, Dawn	dmccord@westga.edu	Senate-COAH (2017)
Farran, Lama	lfarran@westga.edu	Senate- COE (2017)
Remshagen, Anja	anja@westga.edu	Senate- COSM (2017)
	Faculty Members	
Payne, Greg	gpayne@westga.edu	Faculty – COSM (2015)
Malone, Kareen	kmalone@westga.edu	Faculty- COSS (2016)
Anderson, Lynn	landerso@westga.edu	Faculty- COAH (2015)
Pridmore, Jeannie	jpridmor@westga.edu	Faculty – RCOB (2015)
Ramanathan, Hema	hramanat@westga.edu	Faculty – COE (2015)
Berding, Christy	cberding@westga.edu	Faculty- SON (2016)
Lankford, Shirley	slankfor@westga.edu	Faculty- Library (2016)
	Administrator	

Gantner, Myrna	mgantner@westga.edu	Administrator - Academic Affairs (2015)
Ziglar, Toby	tziglar@westga.edu	Administrator- Director of Graduate & International Admissions
	Student	
Vacant		
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B. GPC/Senate Agenda Meeting Schedule... 2014-2015:

GPC Meetings (Thursdays)	GPC Location/Time	Senate Agenda Deadline	Senate & Exec. Committee Meetings	Senate Meetings Location/ Time	Executive Committee
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					Location /Time
Dates	SON 200	Dates	Dates	Location TBA	Location TBA
9/4/14	3:00 – 5:00	9/5/14	9/12/14	3:00pm	2:00pm
10/2/14	3:00 – 5:00	10/3/14	10/10/14	3:00pm	2:00pm
11/6/14	3:00 – 5:00	11/7/14	11/14/14	3:00pm	2:00pm
*11/20/14	<u>*3:30 – 5:00</u>	11/21/14	12/5/14	3:00pm	2:00pm
1/15/15	3:00 – 5:00	1/16/15	1/23/15	3:00pm	2:00pm
2/12/15	3:00 – 5:00	2/20/15	2/27/15	3:00pm	2:00pm
3/12/15	3:00 – 5:00	3/13/15	3/27/15	3:00pm	2:00pm
4/16/15	3:00 – 5:00	4/17/15	4/24/15	3:00pm	2:00pm
6/11/15	3:00 – 5:00	6/12/15	6/19/15	3:00pm	2:00pm
7/9/15	3:00 – 5:00	7/10/15	7/17/15	3:00pm	2:00pm
*Note: This meeting will be confirmed based upon any open agenda items as of Wednesday, 11/19/14.	*Note: Change in meeting time.				

C. In order to review program related submissions, please go to:

Graduate Programs Review Site: <https://apps.westga.edu/catalog/>

- Use Your Email login...
- Select:
 - o Programs

- o Query Submittals
- o Status Drop-down
- § Pending
- o From the list, Click on the “View” link of each program you wish to review.

D. Revised Shared Governance Procedures:

The process of notification and approval for the creation/modification of academic programs and curriculum is outlined below (*this describes the areas of responsibility of the Graduate Programs Committee (GPC)*):

1. **The following are *actions items* by the Senate and appropriate Senate Subcommittees:**
 - o New academic programs and new courses (degrees, majors, minors, concentrations, certificates, etc...)
 - o Changes to a course level (i.e. changing from 3000 to 4000 level)
 - o Adding to or removing a course from the Core Curriculum
 - o Changes to course prerequisites that span across colleges
 - o Modifying the requirements to complete an academic program, including core curriculum
 - o New or modified concentrations within a degree program
2. **The following are *information items* for the Senate:**
 - o Modifications to XIDS courses (Action Item by the Committee)
 - o Changes in admission standards for an academic program
 - o Suspending (deactivating) or eliminating (terminating) academic programs
 - o Offering an existing academic program more than 95% online
 - o Offering an approved academic program more than 50%, but less than 95% online
3. **The following are *reviewed by the Senate graduate and undergraduate programs committees to assure quality of academic programs***
 - o Comprehensive Program Reviews
 - o Academic program and core curriculum learning outcome assessments

4. The following are *not items considered* by the Senate and should be reported directly to office of the Provost:

- o Modifications/additions/deletions to existing academic program learning outcomes, excluding core curriculum
- o Offering less than 25% or 25-50% of an academic program at an off-site location or online (separate notifications for each change)
- o Minor modifications to courses including : course name, description, course learning outcomes, and prerequisites within a college or school
- o Creation or modifications of assessment artifacts
- o Moving an approved course to online delivery (including both “D” and “N” sections)