Graduate Programs Committee (GPC)

AGENDA

Date: Tuesday, September 5, 2017
Time: 12:30 p.m. to 2:00 p.m.
Location: School of Nursing—Conference Room 200

I.   Approval of Minutes: April 4/16/2015 **(click/scroll to see minutes below)**
     Discussion: Changes/Modifications/Corrections
     Action:

II.   **Course/Program Additions, Modifications, Deletions:**

    A.   **College of Education**

        1.   Literacy and Special Education Department (click for CSS submission)

            Originator: Bucholz, Jessica

            Program/Course: *Master of Education with a Major in Special Education and Teaching, General*

            Request: Modify

            Details:

            Current admission criteria:

            Complete requirements for a Bachelors degree from an accredited institution; Present a cumulative 3.0 (4.0 scale) grade point average or higher on all undergraduate work; Present a current renewable certificate in Special Education; Present current official scores on the Graduate Record Examination (GRE) showing competitive scores; Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study.

            Proposed admission criteria:

            Complete requirements for a Bachelors degree from an accredited institution; Present a cumulative 3.0 (4.0 scale) grade point average or higher on all undergraduate work; Present a current renewable certificate in Special Education.

            Rationale:

            The changes are to align with other admission requirements of MEd programs in the COE and to be competitive with programs at other institutions. The faculty believe the decrease in the number of applicants has been due to the more rigorous requirements for admission that are not required of other programs.

2. [Leadership, Research, and School Improvement Department](#) (click for CSS submission)

Originator: Varga, Mary Alice

Program/Course: *Doctor of Education with a Major in School Improvement*

Request: Modify

Details:

The School Improvement Doctoral Program currently requires applicants to complete the verbal and quantitative portions of the GRE and does not require the writing portion of the GRE as part of the application process. We would like to modify these admission requirements to include the GRE Writing Score.

Rationale:

Since the major culminating project in the doctoral program is writing a dissertation, the GRE Writing Score would be an important factor to assist with choosing competitive candidates for the program. A 4.0 recommended Writing Score will be communicated as the preferred score for applicants. Kaplan notes a 4.0 as a moderate score.

III.   **Faculty Senate – Graduate Programs Committee… 2017-2018 Member List**

	Senate Members	
Webb, Susan Hall (Chair)	swebb@westga.edu	Senate—RCOB (2018)
Varga, Matt	mvarga@westga.edu	Senate--COE (2018)
Berteau, Marie Cecile	mberteau@westga.edu	Senate—COSS (2020)
Khodkar, Abodollah	akhodkar@westga.edu	Senate—COSM (2020)
Vasconcellos, Colleen	cvasconc@westga.edu	Senate--COAH (2020)
	Faculty Members	
Berding, Christy	cberding@westga.edu	SON (2018)
Rogers, Shelley	shelley@westga.edu	Library (2018)
Skott-Myhre, Kathleen	kskott@westga.edu	COSS (2018)

Austin, Adrian	aaustin@westga.edu	RCOB (2019)
Fain, Christi	afain@westga.edu	COE (2019)
Genz, Janet	jgenz@westga.edu	COSM (2019)
Harrison, Rebecca	rharriso@westga.edu	COAH (2019)
	Administrator	
Overfield, Denise	doverfie@westga.edu	Administrator – Dean, Graduate School (Associate VP)
Jenks, David	djenks@westga.edu	Administrator-Associate VP for Academic Affairs
	Student	
Hogle, RaeAnna	rhogle1@my.westga.edu	Student Representative
GPC Group Email: fs-gp-list@westga.edu		

IV.   GPC/Senate Agenda Meeting Schedule… 2017-2018

Location: Tanner School of Nursing Room 200 (Possible Change in Spring 2018)
Time: 12:30 p.m. to 2:00 p.m. (Possible Change in Spring 2018)
Schedule: GPC—Tuesday, 9.5.17 (12:30 p.m.)
FS—Friday, 9.15.17 (3:00 p.m.)

GPC—Tuesday, 10.3.17 (12:30 p.m.)
FS—Friday, 10.13.17 (3:00 p.m.)

GPC—Tuesday, 10.31.17 (12:30 p.m.)
FS—Friday, 11.10.17 (3:00 p.m.)

GPC—Tuesday, 11.28.17 (12:30 p.m.)
FS—Friday, 12.8.17 (3:00 p.m.)

GPC—Tuesday, 1.16.18 (12:30 p.m.)*
FS—Friday, 1.26.18 (3:00 p.m.)

GPC—Tuesday, 2.13.18 (12:30 p.m.)*

FS—Friday, 2.23.18 (3:00 p.m.)

GPC—Tuesday, 3.13.18 (12:30 p.m.)*
FS—Friday, 3.30.18 (3:00 p.m.)

GPC—Tuesday, 4.17.18 (12:30 p.m.)*
FS—Friday, 4.27.18 (3:00 p.m.)

GPC—Tuesday, 6.5.18 (12:30 p.m.)**
FS—Friday, 6.15.18 (3:00 p.m.)**

GPC—Tuesday, 7.10.18 (12:30 p.m.)**
FS—Friday, 7.20.18 (3:00 p.m.)**

*=day/time may change due to semester
**=meetings are only if necessary (based on FS)

V. Reviewing Catalog Submission System

https://apps.westga.edu/catalog/
- Use Your Email Login…
- Select:
    - ✓ Programs OR Courses
    - ✓ Pending

VI. 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 <mark>action items</mark> by the Senate and appropriate Senate Subcommittees:
    - New academic programs and new courses (degrees, majors, minors, concentrations, certificates, etc.)
    - Changes to a course level (i.e. changing from 3000 to 4000 level)
    - Adding to or removing a course from the Core Curriculum
    - Changes to course prerequisites that span across colleges
    - Modifying the requirements to complete an academic program, including core curriculum
    - New or modified concentrations within a degree program

2.   The following are ***information items*** for the Senate:

- Modifications to XIDS courses (Action Item by the Committee)
- Changes in admission standards for an academic program
- Suspending (deactivating) or eliminating (terminating) academic programs
- Offering an existing academic program more than 95% online
- 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:

- Comprehensive Program Reviews
- 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:

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

Graduate Programs Committee (GPC)
Agenda for April 11 meeting at 1:00 pm (SON Room #200)

Attendance: Frances, Denise, Dawn, Shelley, Anja, Ziglar, Christy, Farran, Kathy, Shea
Guests: Green, Placeres, Ponder, Nixon, Huss,

Minutes: March

1) Any Changes, Additions, Modifications
2) Action: Approved

Course/Program Additions, Modifications, Deletions:

A) College of Education

   1) Early Childhood through Secondary Education

      a) SEED 8200 Culminating Experience for the SEED EdS

         This course will provide teacher leaders with the opportunity to continue integrating and applying the knowledge and skills learned throughout the Secondary Education Specialist Degree program through a practice-based investigative project. Students will select their project format, develop and carry out their plan, and complete their final submission. Specific details will vary by student and project and will focus on the student's content area of certification.

         Request: Add

         Rationale: This is the first course in a two-course sequence for the culminating project and experience for the reactivated SEED EdS degree.

         Action: Approved

      b) SEED 8202 Culminating Experience for the SEED EdS Project

         This course will provide teacher leaders with the opportunity to exchange scholarly thinking and research through successful dissemination of the practice-based, peer-reviewed investigative project and findings prepared in SEED 8200. Specific details will vary by student and project and will focus on the student's content area of certification.

         Request: Add

         Rationale: This is the second course in a two-course sequence for the culminating project and experience for the reactivated SEED EdS degree.

         Action: Approved

c) Specialist in Education with a Major in Secondary Education

The program sheet is being modified with an updated course sequence to provide a more current and relevant degree program for students, with courses offered 95-100% online.

Request: Modify

Rationale: The SEED MAT program has steadily increasing numbers of graduates each year, with 48 graduates in 2016. These teachers, along with graduates of other MEd programs, need an advanced degree opportunity to further their professional development. Currently, the only EdS programs available are for ECED or EDLE candidates. Secondary teachers who want to remain in the classroom do not have a degree option for study at UWG, and reactivating the EdS program will provide that opportunity. The attached program proposal makes use of courses that are current offerings in the COE, with the exception of SEED 8200 and 8202, which are new courses that together replace the 3-credit research seminar as the culminating project.

Action: Approved

2) Literacy and Special Education

a) SPED 6701 Characteristics and Needs of Students with Severe Disabilities

A study of the characteristics and needs of persons with severe disabilities with a focus on P-12 students who have severe disabilities. Topics include etiology, definition, typical versus exceptional child development, identification, age- and level-related characteristics, associated conditions, family/community issues, service needs and options, and resources. "Best" teaching practices for these learners will be examined.

Request: Add

Rationale: We are adding a concentration to allow students to earn certification in adapted curriculum to our MAT program. This is the characteristics course for that concentration.

Action: Approved

b) SPED 7720 Assessment of Students with Severe Disabilities

A comprehensive study of diagnosis and assessment in special education, emphasizing tests and measurements, formal and informal assessment, test administration, and use of diagnostic results in educational intervention. The course includes a focus on assessment of students identified as having severe disabilities,

those for whom Adapted Curriculum teacher certification is needed.

Request: Add

Rationale: We are adding a concentration to our MAT program to give students the opportunity to earn certification in special education adapted curriculum. This is the assessment course for that concentration.

Action: Approved

c) SPED 7732 Collaboration and Inclusion in Programs for Students with Severe

This course addresses teaming relationships and inclusion services, especially as they are relevant for educational programs for preschool and schoolage youngsters with severe disabilities. Collaborative relationships with related services and medical personnel, paraeducators, family members, and representatives of community agencies will be addressed. Considerations for effective service delivery within inclusive school and community settings will be an additional focus of the class, as will examination of cultural diversity variables impacting collaboration and inclusion for this group of learners.

Request: Add

Rationale: We are adding an adapted curriculum concentration to our MAT program. This will allow students to be eligible for either the special education general curriculum certificate or the special education adapted curriculum certificate.

Action: Approved

d) SPED 6776 Curriculum & Instructional Strategies for Students with Severe Disabilities

An examination and investigation of appropriate curriculum content and instructional strategies for use with learners who have severe disabilities. Both functional and academic skills domains will be covered. Children of preschool and elementary age will be the focus of this class, although much of the content applies across the lifespan.

Request: Add

Rationale: We are adding the option for students to earn certification in adapted curriculum in addition to the current option of earning certification in general curriculum for the MAT in special education. At the end of the MAT program teacher candidates will be eligible for a teaching certificate in either special education adapted curriculum or special education general curriculum. This is one of the

methods courses for the adapted curriculum certification option.

Action: Approved

e) SPED 6777 Curriculum & Instructional Strategies for Students with Severe Disabilities: Secondary Programs and Transition

A study of transition services and curriculum and instruction at the secondary level for students with disabilities. This course emphasizes the educator's role in preparation for and implementation of the transition of the students with disabilities from secondary school to adult living. Relevant academics, community-based instruction, work experiences, vocational assessment, preparation, life skills, and interagency collaboration are addressed.

Request: Add

Rationale: We are adding the option of earning certification in special education adapted curriculum to the MAT in special education. Students will select between either certification in adapted curriculum or general curriculum.

Action: Approved

f) SPED 6751 Behavioral Strategies for Students with Severe Disabilities

An examination of behavioral strategies, particularly those used to teach youngsters with severe disabilities in school programs. Topics to be addressed include related ethical issues, applied behavior analysis, functional behavioral assessment, behavior intervention plans, data collection and analysis, and positive behavioral interventions and support.

Request: Add

Rationale: We are adding the option for students to earn certification in adapted curriculum in addition to the current option of earning certification in general curriculum for the MAT in special education. At the end of the MAT program teacher candidates will be eligible for a teaching certificate in either special education adapted curriculum or special education general curriculum. This is the behavior course for the adapted curriculum certification option.

Action: Approved

g) Autism Endorsement

We are adding a three course autism endorsement program.

Request: Add New Program

Rationale: The University of West Georgia would like to establish a teacher

endorsement program in Autism Spectrum Disorders (ASD) to help teachers meet the unique and complex educational needs of students on the autism spectrum. ASD is characterized by impairments in social interactions and communication, as well as the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe. The Centers for Disease Control and Prevention (CDC) estimates that 1 in 68 children have an autism spectrum disorder. This number has increased greatly in the last decade. As a result of the increased number of individuals with ASD, it is likely that all educators will interact with a student with an autism spectrum disorder at some point in their teaching career. The information provided in the autism teacher endorsement program would be beneficial to special education teachers, general education teachers, speech language pathologists, school counselors, education psychologists, and administrators. This endorsement will allow individuals in all of these school based fields to gain additional knowledge and skills essential to helping students with ASD meet their full potential. Individuals with a professional teaching certificate could add this endorsement to that certificate. Individuals with an induction certificate in any teaching field or speech language pathologists could qualify for a Supplemental Induction Certificate.

Action: Approved

h) Master of Arts (MAT: Special Education)

We are creating two concentration areas within our MAT program. This change will allow our teacher candidates to be eligible for certification in either special education general curriculum or special education adapted curriculum.

The two track/concentration names should be

Concentration Name 1: Special Education General Curriculum

Concentration Name 2: Special Education Adapted Curriculum..

Request: Add Track

Rationale: We are creating two concentration areas within our MAT program. This change will allow our teacher candidates to be eligible for certification in either special education general curriculum or special education adapted curriculum.

The two track/concentration names should be

Concentration Name 1: Special Education General Curriculum

Concentration Name 2: Special Education Adapted Curriculum.

Action: Approved

i) Master of Arts (MAT: Special Education)

Request: Add Track

Rationale: We are creating two concentration areas within our MAT program. This change will allow our teacher candidates to be eligible for certification in either special education general curriculum or special education adapted curriculum. The two track/concentration names should be

Concentration Name 1: Special Education General Curriculum

Concentration Name 2: Special Education Adapted Curriculum.

Action: Approved

j) Master of Education with a Major in Reading Instruction

Remove the current Area II - Teacher as Leader. Add proposed Area III - ESOL.

Request: Modify

Rationale: Because diversity is a reality in today's K-12 classrooms, including courses on language and culture and teaching second language learners will allow M. Ed. in Reading Education candidates to prepare learners in ways that value their diversity. These courses will allow candidates to establish literate environments in their classrooms for all learners as they develop their literacy competencies. In addition, this change will give candidates tools that support students' academic, linguistic, and cultural experiences.

Action: Approved

3) Communication Sciences and Professional Counseling

a) Doctor of Education in Professional Counseling and Supervision

The PCS program is modifying the plan of study and changing the admissions requirements to allow for more applications.

Request: Modify

Rationale: We are making programmatic changes to increase the viability of the program and increase it's marketability.

Action: Approved

4) Leadership, Research, and School Improvement

a) Doctor of Education with a Major in School Improvement

The Doctor of Education with a major in School Improvement Degree has a 12 hour

concentration in various academic areas (e.g., educational leadership, special education, instructional technology, among others). This request adds Early Childhood Education as a new concentration area.

Request: Add

Rationale: Early Childhood Education is a viable academic area which will offer a new specialization and concentration option for students.

Action: Approved

B) College of Social Sciences

    1) Psychology Department

        a) Master of Arts with a Major in Psychology

Non-thesis track: Change required number of credit hours from 45 to 36.

Request: Modify

Rationale:

1. Consistency with other UWG MA programs.

2. To foster timely progression through program.

3. To remain competitive with other MA programs in UWG system.

Action: Rejected

Notes: To address the change and increase in credit hours needed for LPC.

Information Items:

A) College of Education

    1) Literacy and Special Education

        a) Specialist in Education with a Major in Special Education (EDS)

We currently require a statement of purpose or interview for admission to the program. We have found that this requirement has not provided us with the information on our students that we expected so we are eliminating it as a requirement.

Request: Modify

Rationale: We currently require a statement of purpose or interview for admission to the program. We have found that this requirement has not provided us with the information on our students that we expected so we are eliminating it as a requirement.

Electronic Vote – 4/20

A) School of Nursing

    1) Doctor of Education with a Major in Nursing Education

    New Full-time Plan of Study Option D which will include the new NURS 9019

    Independent Study Course

    Request: Add_Track

    Rationale:

    Previous Plan of study did not have the new NURS 9019 Independent Study Course.

    Action: Approved Electronically on 4/20

    2) Doctor of Education with a Major in Nursing Education

    New Part-time Plan of Study Option D which will include the new NURS 9019

    Independent Study Course.

    Request: Add_Track

    Rationale: new NURS 9019 Independent Study Course.

    Action: Approved Electronically on 4/20

    3) NURS 9019 Independent Study

    This course will assess the student's ability to demonstrate, through scholarly writing, knowledge synthesis of doctoral coursework and readiness to begin the doctoral dissertation. The course will contain the comprehensive exam for the program and the comprehensive exam will be INDEPENDENTLY written. The comprehensive exam may be repeated only once within the course. Failure of the second comprehensive exam attempt will result in an unsatisfactory in the course and dismissal from the program.

    Request: Add

    Rationale: Currently the EdD in Nursing Education program does not have a course for the Comprehensive Exam. This Independent Study course will allow us to track each individual students comprehensive exam for the program. Within the course students will take the comprehensive exam for the program. If a student successfully completes the comprehensive exam within the course then students may progress with their dissertation work. The comprehensive exam may be repeated in the course if they are unsuccessful on their first attempt. Failure of the second comprehensive exam attempt will result in an unsatisfactory in the course and dismissal from the program.

    Action: Approved Electronically on 4/20