AGENDA

Date: **Thursday, March 15, 2018**

Location: **School of Nursing – Conference Room 200**

Time: **10:30 a.m. to 11:30 a.m. (or 12:00 noon, if needed)**

I.   **Approval of Minutes: February 18, 2018 (click/scroll to see minutes below)**
        Discussion: Changes/Modifications/Corrections
        Action:

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

        A.   **College of Education**

                1. **Literacy + Special Education Department** **(Click for CSS Submission)**
                        Originator: John Ponder
                        Program: **Master of Education with a Major in Special Education and Teaching, General—Online** *(Click for Program Information)*
                        Request: Modify Existing Program
                        Action:
                        Details:

                        This is a program modification to combine the current two option program into one. Our current program offers two options: one for candidates with an undergraduate degree in special education and another option for candidates with undergraduate degrees in other teaching fields. The revised program allows for all candidates to be in the same program with non-special education candidates taking two prerequisites. The program revisions include: (1) Lessening the number of program hours from 33 to 30 including coursework emphasis on Behavior Intervention Specialist Specialty Set Standards from the Council for Exceptional Children, (2) combining current two option program into one option with prerequisite courses, and (3) removing the MAT program coursework from the program plan of study.

Rationale:

- To create a competitive, innovative and attractive program.
- To meet the current needs of schools in our region for candidates trained in behavior intervention.
- To streamline course offerings with the intent for efficient scheduling.

B.   Tanner Health System School of Nursing

    1.   Master of Science in Nursing (MSN) Program

Originator:	Sally Richter
Program:	**Health Systems Leadership – Clinical Nurse Leader Track (*Click for Program Information*)**
Request:	Add (New Plan of Study – Full Time + Part Time)
Action:	
Details:	

These new plans of study (full time + part time) will encompass existing courses during the summer semester, which the previous plans of study did not offer. The individual semester hours are reduced with the inclusion of the summer semester.

Rationale:

The adoption of these new plans of study will attract nurses to the graduate program and increase enrollment due to the reduced overall semester hours, which benefits the adult learner. Many graduate students in the CNL track are working fulltime as nurses and based upon previously collected SWOT data requested the inclusion of summer courses and a reduced semester workload.

    2.   Master of Science in Nursing (MSN) Program

Originator:	Sally Richter
Program:	**Health Systems Leadership – Nurse Leader/ Manager Track (*Click for Program Information*)**
Request:	Add (New Plan of Study – Full Time + Part Time)
Action:	
Details:	

These new plans of study (full time + part time) will encompass existing courses during the summer semester, which the previous plans of study did not offer. The individual semester hours are reduced with the inclusion of the summer semester.

Rationale:

The adoption of these new plans of study will attract nurses to the graduate program and increase enrollment due to the reduced overall semester hours, which benefits the adult learner. Many graduate students in the Leader/Manager track are working fulltime as nurses and based upon previously collected SWOT data requested the inclusion of summer courses and a reduced semester workload.

3. **Master of Science in Nursing (MSN) Program**

   Originator: Sally Richter

   Program: **Nursing Education**
                       (Click for Program Information)

   Request: Add (New Plan of Study – Full Time + Part Time)

   Action:

   Details:

   These new plans of study (full time + part time) will encompass existing courses during the summer semester, which the previous plans of study did not offer. The individual semester hours are reduced with the inclusion of the summer semester.

   Rationale:

   The adoption of these new plan of study will attract nurses to the graduate program and increase enrollment due to the reduced overall semester hours, which benefits the adult learner. Many graduate students in the Nursing Education program are working fulltime as nurses and based upon previously collected SWOT data requested the inclusion of summer courses and a reduced semester workload.

4. **Master of Science in Nursing (MSN) Program**

   Originator: Sally Richter

   Course: **NURS 6102: Role of the Caring Healthcare Professional** *(Click for Course Information)*

   Request: Modify (Credit Hour Change)

   Action:

   Details:

   A change in the semester credit hours for NURS 6102: Role of the Caring Healthcare Professional from 2-0-2 to 3-0-3 is requested.

   Rationale:

   This change in semester credit hours for an existing course is requested due to faculty and student feedback regarding the inability to meet current course outcomes with the two-hour credit structure. An increase in semester credit hours from 2-0-2 to 3-0-3 for the course will enable faculty to meet all current course outcomes and also Professional Standards for accreditation purposes.

5. **Master of Science in Nursing (MSN) Program**

   Originator: Sally Richter

   Course: **NURS 6109: Informatics, Technology, and Healthcare Outcomes (*Click for Course Information*)**

   Request: Modify (Credit Hour Change)

   Action:

   Details:

   A change in the semester credit hours for NURS 6109: Informatics, Technology, and Healthcare Outcomes from 2-0-2 to 3-0-3 is requested.

   Rationale:

   This change in semester credit hours for an existing course is requested due to faculty and student feedback regarding the inability to meet current course outcomes with the two-hour credit structure. An increase in semester credit hours from 2-0-2 to 3-0-3 for the course will enable faculty to meet all current course outcomes and also Professional Standards for accreditation purposes.

III. **Old Business**

    N/A

IV. **New Business**

Assignment of Comprehensive Program Reviews (Need two volunteers per program—not from the College of Education). **NOTE**: Media Specialist Program can be the same reviewers due to the fact the programs are very similar in nature. CPRs in need of review include:

- **College of Education: Educational Leadership Program**
- **College of Education: Second Education – M.A.T. Program**
- **College of Education: Media Specialist – Ed.S. Program**
- **College of Education: Media Specialist – M.Ed. Program**

(**Click here for Comprehensive Program Review Instructions**)

IV. **Adjournment**

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)
Bertau, Marie Cecile	mbertau@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)
	Administrators	
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

MINUTES

Date: **Thursday, February 15, 2018**

Location: **Virtual Committee Meeting Using Qualtrics**

Link to Meeting: **https://westga.co1.qualtrics.com/jfe/form/SV_08mgk1yjxZeju3b**

Present: A. Austin; C. Berding; M. Bertau; C. Fain; J. Genz; R. Harrison; A. Khodkar; K. Skott-Myhre; S. Rogers; M. Varga; C. Vasconcellos; S.H. Webb

Absent: N/A

III.   **Approval of Minutes: January 18, 2018 (click/scroll to see minutes below)**
        Discussion: Changes/Modifications/Correction

        Action: **Approved/Passed**

IV.   **Course/Program Additions, Modifications, Deletions:**
       ACTION ITEMS:

       A.   **College of Education**
               1. **Communication Sciences + Professional Counseling Department**
                   Originator: Julia Whisenhunt/Matt Varga

                   Program: **Master of Education with a Major in Professional Counseling – School Counseling Track (click for program modification details)**

                   Request: Modify Existing Program (Increase Credit Hours)

                   Action: **Approved/Passed**

                   Details:

                   The M.Ed. in Professional Counseling, School Counseling concentration, must transition from a 48-hour format to a 60-hour format in order to remain compliant with accreditation standards. The proposed modification will remove MEDT 6401 from the program and replace it with a counseling content course. The PSC standards previously met

through MEDT 6401 will be addressed in CEPD 7121 and throughout the curriculum. The following course-level learning objective in CEPD 7121 specifically addresses technology in School Counseling: "Students will demonstrate a knowledge and understanding of the use of technology in school counseling, research, program delivery, and evaluation." This learning objective aligns with CACREP standards II.F.1.j. and II.F.5.e. and PSC standard 4.vii. The proposed modification will add 12 credit hours to the program. With the addition of these 12 hours and the removal of MEDT 6401, the following 15 hours will constitute new program courses: (a) CEPD 7153, Crisis Intervention, (b) CEPD 7134, Couples and Family Counseling, (c) CEPD 7155, Substance Abuse Counseling, (d) CEPD 7121, Special Topics in School Counseling, and (e) CEPD 7111, Diagnosis and Treatment of Mental and Emotional Disorders.

Rationale:

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standard I.J. states that, "beginning July 1, 2020, all entry-level degree programs require a minimum of 60 semester credit hours or 90 quarter credit hours for all students." This standard applies specifically to all 48-hour CACREP accredited programs in the specialty area of School Counseling. The M.Ed. in Professional Counseling, School Counseling concentration, program at University of West Georgia is presently accredited by CACREP in a 48-hour format under the 2009 standards. The current program accreditation runs through October 31, 2023. However, regardless of current accreditation end dates, all CACREP accredited programs in School Counseling must transition to the 60-hour format no later than June 30, 2020. As such, the M.Ed. in Professional Counseling, School Counseling concentration, program at UWG needs to transition from a 48-hour format to a 60-hour format with full implementation no later than June 30, 2020 in order to remain compliant with current accreditation standards. The program faculty are seeking early conversion, with implementation in Spring 2019, to remain competitive with similar CACREP accredited School Counseling programs that have already transitioned to the 60-hour format and to ensure that the program is fully compliant prior to the June 30, 2020 deadline.

2. **Communication Sciences + Professional Counseling Department**

   Originator: Julia Whisenhunt

   Program: **CEPD 7121 – Special Topics in School Counseling**
                        (***click for new course details***)

   Request: Add (New Course)

Action: **Approved/Passed**

Details:

This course provides an introduction to various professional issues, current topics, and trends related to the profession of school counseling. Emerging issues in the field, such as those identified by CACREP and the PSC, will serve as a foundation for this course. Relevant topics may include, but are not limited to, the role of addiction in school counseling, strategies for school-based consultation and collaboration, instructional technologies relevant to school counseling, career and college readiness, differential instruction, and data-informed school counseling programming procedures.

Rationale:

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) is transitioning to a 60-credit hour School Counseling program requirement, effective June 30, 2020. As such, the M.Ed. in Professional Counseling, School Counseling concentration, program needs to transition from a 48-hour format to a 60-hour format no later than June 30, 2020. In reviewing CACREP and Professional Standards Commission (PSC) standards and comparing those standards to our existing curriculum, it is evident that the program should create a course that addresses special topics and current trends in the school counseling profession. With that in mind, the proposed course is meant to accomplish three primary goals: (1) provide a curricular vehicle through which to address trends and issues in the profession as they emerge and change; (2) enhance student understanding and ability to apply mainstream professional counseling topics (e.g., crisis and trauma, addiction, family therapy, etc.) to the school counseling environment; and (3) foster student comprehension and skill related to the role of technology in school counseling. This course will be a new academic requirement for students who enroll in the 60-hour School Counseling concentration, which the program faculty will imminently submit for approval.

INFORMATION ITEMS:

A.   **Division for Academic Affairs**

        1. **Graduate School**

            Originator: Denise Overfield

            Policy: *GRE Score Policy* ***(Click for Policy Information)***

            Request: Add (Catalog Description)

            Details: **Approved/Passed**

The only official reports of Graduate Record Examination (GRE) scores are those issued by ETS and sent directly to the University of West Georgia using our school code: 5900. Scores obtained from other sources or sent in other formats will not be accepted. Scores must be current, taken within 5 years of the application deadline date for the specific program of study. Academic programs may offer an exemption or waiver for the GRE under specific circumstances that must be outlined in the graduate catalog. Please consult the program of study's admission criteria for more information. Once received, the University of West Georgia will not issue or release GRE scores to students, applicants, or other institutions in any format.

2. **Graduate School**

Originator:	Denise Overfield
Policy:	***Admission as a UWG Undergraduate-Graduating Senior (Click for Policy Information)***
Request:	Modify (Catalog Description)
Action:	**Approved/Passed**

Details:

Admission as a UWG Undergraduate-Graduating Senior: A UWG undergraduate senior within 8 hours (instead of 6) of completing requirements for a bachelor's degree may be permitted to enroll in courses for master's degree (from graduate) credit provided that (remove he or she meets) the following conditions are met:

1.   The UWG student must obtain the permission of the Department Chair and Graduate Program Director that schedule and/or provide advising for the master's degree graduate course/s. Permission must also be given by the Dean of the college or school of the undergraduate major.

2.   The UWG student is qualified for admission to master's degree graduate study except for the award of the undergraduate degree.

3.   The UWG student registers for no more than twelve (12) (from 9 hours) semester credit hours. For example, a student who needs eight (8) hours (from 6) to complete the baccalaureate degree could register for those eight (8) (from 6) undergraduate hours plus an additional four (4) hours (from 3) of master's degree (was graduate) credit. The graduate credit would apply to a master's (was graduate) degree, essentially accelerating the student's completion of a master's degree after admission to a UWG master's program. Under no circumstances may a course be used for both graduate and undergraduate credit.

B. **College of Social Sciences**

1. **Political Science Department** **(Click for CSS Submission)**

Originator:	Sooho Lee
Program:	*Master of Public Administration* *(Click for Program Information)*
Request:	Modify Existing Program (Admission Requirements)
Action:	**Approved/Passed**

   Details:

   The MPA program requests the following changes in the MPA admission policy:

   1. GPA

   - Current: GPA of at least 2.5

   - New: A minimum 2.5 cumulative grade average (GPA) equivalent on a 4.0 scale

   2. GRE Requirement

   - Current: Official GRE total score of 291 (combining verbal and quantitative)

   - New: A minimum total score of 291 (combining Verbal and Quantitative) on the Graduate Record Examination (GRE). However, the following are eligible for a GRE Waiver:

      - Applicant with an earned graduate degree from an accredited institution

      - Applicant with an earned undergraduate degree with an overall GPA of 3.0 or higher from an accredited institution

      - Applicant with an earned undergraduate degree with an overall GPA of 2.75 from an accredited institution and at least 3 years professional, full-time, public sector or nonprofit career experience

      - Applicant with a public or nonprofit work experience of at least 7 or more years in a full-time, relevant supervisory position

   3. Letters of Recommendation

   - Current: 3 letters of recommendation

   - New: Two letters of recommendation from former professors or from job supervisors.

4. Personal Statement

- Current: not required

- New: A personal statement of about 1,000 words that describes the applicant's work experience, professional goals, the reasons they have chosen this program, why they want to attend UWG, and how the MPA program will help the applicant achieve the goals.

5. Resume

- Current: Not required

- New: A current resume

6. Transfer credit

- Current: 6 credit hours

- New: Applicants may transfer up to 6 semester hours of graduate work from other accredited institutions. To be transferred, course work from other institutions must correspond to UWG's MPA curriculum. Applicants should provide syllabi and detailed course descriptions and the amount of credit granted will be determined by the program director. Such transferred course work may be no more than five years old.

Rationale:

The detailed rationale and background are explained in the attached file.

1. **GPA**: The new change provides a better clarification.

2. **GRE:** The Program requires GRE for all applicants, while many other accredited institutions, especially the institutions (Kennesaw State, Georgia State, and Georgia College & State) near our campus, have a waiver policy for this requirement (see IV. Appendix: Admission Policy Comparison). The waiver policies ease the burden of preparing the admission requirements for applicants and expedite the overall admission process. In particularly, in-service professionals in public & nonprofit organizations and students who have a high GPA often inquire of a GRE waiver. With a waiver policy, the program will be more competitive. This new waiver policy will reduce some burden for future applicants and improve application rate, particularly good for aspiring in-service applicants who decide to apply close-to-deadline and cannot get a GRE take in time. The change will be beneficial for a competitive edge. In addition, recent studies do not find that GRE has criterion

validity in estimating students' academic performance in MPA programs

3. Letters of Recommendation: Two recommendation letters will reduce the burden for applicants to prepare their admission documents. Kennesaw State, require only two. Recommendation letters also have weak validity in the estimation of student performance.

4. Personal Statement: Currently the Program does not require any personal statement or essay for the admission. An essay or personal statement about professional plan and goal is necessary for better mentoring students through their coursework. One of the new policies that the MPA program has launched is Student Learning Portfolio in which identifying students' career plan and goal in the early stage of their study is extremely important. With a reduction of the recommendation letters, the Program can better accommodate their needs by adding this goal statement essay. By doing this, the Program can better guide/accommodate their needs and goals while they are pursuing the degree. This is a necessary part of Student Learning Portfolio. In addition, it will give the Program an idea of their writing skill.

5. Resume: Currently a current resume is not required. However, it is necessary to see applicants' entire track of experiences, achievements, and potentials, for accurate admission evaluation and advisement after their admissions.

6. Transfer Credit Limit: The Program allows a maximum of 6 credit hours for applicants to transfer their earned credits from other institutions. To be transferred, course work from other institutions must correspond to UWG's MPA curriculum. This policy also prevents some applicants who want to transfer from other institutions. This new rule will also improve our competitiveness in the admission process.

C.   **Richards College of Business**

1. **Accounting + Finance Department (Click for CSS Submission)**

    Originator: Adrian Austin

    Program: *Master of Professional Accounting (MPAcc)*

    Request: Modify Existing Program (**New Retake Policy**)

    Action: **Approved/Passed**

Details:

A minimum cumulative GPA of a 3.0 is required for all MPAcc students. Only courses in which a student previously earned a grade lower than a "B" may be repeated. Students may repeat no more than two graduate courses. Only one repeat per course is allowed. The new grade will not replace the previously earned grade; instead, the grade received in the second attempt will be averaged into the student's overall GPA calculation. If a student's cumulative GPA drops below a 3.0, the University's policies on academic probation, suspension, and dismissal apply (see Academic Standards in the General Academic Policies section of the catalog).

Rationale:

To institute a policy on requirements and GPA calculation for repeated graduate classes in order to provide consistency and remain competitive with other MPAcc programs offered at other universities.

2.   **Management Department (Click for CSS Submission)**

Originator: Adrian Austin

Program/Course: *Master of Business Administration (MBA)*

Request: Modify Existing Program (**New Retake Policy**)

Action: **Approved/Passed**

Details:

A minimum cumulative GPA of a 3.0 is required for all MBA students. Only courses in which a student previously earned a grade lower than a "B" may be repeated. Students may repeat no more than two graduate courses. Only one repeat per course is allowed. The new grade will not replace the previously earned grade; instead, the grade received in the second attempt will be averaged into the student's overall GPA calculation. If a student's cumulative GPA drops below a 3.0, the University's policies on academic probation, suspension, and dismissal apply (see Academic Standards in the General Academic Policies section of the catalog).

Rationale:

To institute a policy on requirements and GPA calculation for repeated graduate classes in order to provide consistency and remain competitive with other MBA programs offered at other universities.

3. **Management Department (**Click for CSS Submission**)**

Originator: Adrian Austin

Program/Course: *Master of Business Administration (MBA) (Click to See Policy Details)*

Request: Modify Existing Program (**Admissions Policy**)

Action: **Approved/Passed**

Details:

When considering UWG GPA as part of an application for a GMAT waiver, we will use the institutional GPA instead of overall GPA.

Rationale:

This is to ensure that grades are reflective of the quality of work at the University of West Georgia.

D.   **College of Education**

1. **Dean's Office – Graduate Studies**

Originator: Michelle Frazier Trotman Scott

Program: *College of Education - Graduate Programs (click for program modification details)*

Request: Modify Existing Program (New Catalog Description)

Action: **Approved/Passed**

Details:

Catalog description (click on link above) is new. Students will be able to understand policies and information specific to: (1) M.A.T. students, (2) unsatisfactory grades, (3) students enrolled in comprehensive exam courses, (4) doctoral students, (5) limited course withdrawals, and (6) repeating a course to replace a grade.

Rationale:

The rationale is to provide relevant information about academic standing for COE graduate students.

2. **Communication Technology + Professional Counseling Department**

Originator: Julia Whisenhunt

Program:	**Master of Education with a Major in Professional Counseling – College Student Affairs Track**
Request:	Modify Existing Program (Admission Requirements)
Action:	**Approved/Passed**

Details:

We are removing the GRE requirements from the admissions criteria. The new criteria is as follows:

- GPA
- Two Letters of Recommendation
- Transcripts
- Resume
- Interview with Faculty
- Personal Statement

Rationale:

This has become limiting to our program in terms of recruitment and we are following the trend in our field for not requiring the GRE.

III. **Old Business**

A. Questions about **UWG Service Learning Designated Courses (Graduate).** S. Webb asked T. Olgetree for more information about service learning designations. Olgetree is on sabbatical so J. Farmer sent an email from the Fall 2017 semester that provided more detail. (**click here to review email about service learning designations**).

V. **New Business**
   A. Any questions, discussion, or information from the "floor."

IV. **Adjournment**

UNIVERSITY OF WEST GEORGIA

DEPARTMENT OF LEARNING AND TEACHING
Master of Education (M.Ed) - Special Education-General Curriculum
PROGRAM SHEET

Name:_____UWG ID#:

_____

For candidates who hold a clear, renewable, professional teaching certificate in special education AND received their certification through completion of an approved preparation program:

Special Education Core (24 credit hours)	Grade	Transfer/ Substitute	Date taken
SPED 6721 Professional Seminar			
SPED 6767 Advanced Curriculum & Methods (General Curriculum)			
SPED 7767 Challenging Behaviors			
SPED 7705 Urban & Multicultural Aspects of Special Education			
SPED 7721 Assessment in Special Education			
SPED 7765 Differentiated Instruction			
EDRS 6301 Research in Education			
SPED 7702 Technology in Special Education			
SPED 6791 Practicum: Interrelated			
Electives (9 credit hours total)			
Other 6000/7000 level classes with permission of advisor (6 hours)			
Content Specialty Modules (selected SPED 7785 classes; total 6 hrs)			

For candidates who hold a clear, renewable, professional teaching certificate in special education AND received their certification in special education through the testing option:

Special Education Core (33 hours)	Grade	Transfer/ Substitute	Date taken
SPED 6709 Rules & Regulations in Special Education			
SPED 6715 Characteristics (General Curriculum)			
SPED 6721 Professional Seminar			
SPED 6761 Classroom and Behavior Management			
CURR 6575 Curriculum Trends and Issues			
SPED 6767 Advanced Curriculum & Methods (General Curriculum)			
SPED 7705 Urban & Multicultural Aspects of Special Education			
SPED 7721 Assessment in Special Education			
SPED 7722 Collaboration in Special Education			
EDRS 6301 Research in Education			
SPED 6791 Practicum: Interrelated			
Electives (3 hours)			
Other 6000/7000 level class with permission of advisor OR Content Specialty Modules (total of 3 credit hours)			

UNIVERSITY OF WEST GEORGIA DEPARTMENT OF

LITERACY AND SPECIAL EDUCATION

Master of Education (M.Ed.) - Special Education General Curriculum/Behavior Intervention Specialist PROGRAM SHEET

Name:_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   UWG ID#:_ _ _ _ _ _ _ _

For candidates who have a Bachelor's in Special Education:

Special Education Core (24 credit hours)	**Grade**	**Transfer/ Substitute**	**Date taken**
EDRS 6301 Research in Education			
SPED 6721 Professional Seminar			
CURR 6575 Curriculum Trends and Issues			
SPED 7721 Assessment in Special Education			
SPED 7705 Urban & Multicultural Aspects of Special Education			
SPED 7724 Collaboration & Inclusion			
SPED 7765 Advanced Differentiated Instruction			
*SPED 7767 Challenging Behaviors			
SPED 6795 M.Ed. Comprehensive Exam			
Electives (6 credit hours total)			
*SPED 7716 Theory and Characteristics of Autism			
*SPED 7726 Autism Collaboration and Instruction			
Other 6000/7000 level classes with permission of advisor			

* Three classes make up the autism endorsement (ASD)

Candidates who do NOT have a Bachelor's in Special Education will need to take the following two classes as electives in their FIRST semester:

Prerequisites	Grade	Transfer/ Substitute	Date taken
SPED 6709 Rules & Regulations in Special Education			
SPED 6715 Characteristics (General Curriculum)			

SCHOOL OF NURSING

MASTER OF SCIENCE IN NURSING

PROGRAM DEGREE PLAN: HEALTH SYSTEMS LEADERSHIP

CLINICAL NURSE LEADER

**Full-time** _Plan of Study Option B_

Semester Plan					
Course Number	Course Name	Hours	Course Number	Course Name	Hours
**Fall** **Semester I (7 Hours)**			_**Spring**_ **Semester I (9 Hours)**		
N6101	Theoretical Foundations of Nursing Practice	3-0-3	N6103	Health Promotion and Advanced Health Assessment	3-0-3
N6102	Role of the Caring Healthcare Professional	3-0-3	N6104	Scholarly Inquiry and Data Analysis in Nursing	3-0-3
N6900	Scholarly Writing	1-0-1	N6105	Leadership for Quality, Safety and Health Policy	3-0-3
**Summer** **Semester I (6 Hours)**			_**Fall**_ **Semester II (8 Hours)**		
N6106	Pathophysiology and Pharmacology	3-0-3	N6109	Informatics, Technology and Healthcare Outcomes	3-0-3
N6108	Epidemiology for Nursing Education and Practice	3-0-3	N6122	Health Systems Leadership CNL Practicum I	0-8-2
			N6124	Health Systems Leadership Role of the CNL	3-0-3
**Spring** **Semester II (8 Hours)**					
N6123	Health Systems Leadership CNL Practicum II	0-20-5			
N6125	Health Systems Leadership CNL Seminar	3-0-3			

*Two years (5 semesters), 38 total hours via 100% asynchronous format

Note: A minimum of three hours in standard week for one credit hour in practicums is norm (4:1 for practicums).

Note: A minimum of five total semester hours necessary for financial aid eligibility.

SW_2/28/2018

UNIVERSITY of WestGeorgia

SCHOOL OF NURSING

MASTER OF SCIENCE IN NURSING

PROGRAM DEGREE PLAN: HEALTH SYSTEMS LEADERSHIP

CLINICAL NURSE LEADER

Part-time Plan of Study Option B

Semester Plan					
Course Number	Course Name	Hours	Course Number	Course Name	Hours
Fall **Semester I (4 Hours)**			*Spring* **Semester I (6 Hours)**		
N6102	Role of the Caring Healthcare Professional	3-0-3	N6103	Health Promotion and Advanced Health Assessment	3-0-3
N6900	Scholarly Writing	1-0-1	N6105	Leadership for Quality, Safety and Health Policy	3-0-3
Summer **Semester I (3 Hours)**			*Fall* **Semester II (6 Hours)**		
N6108	Epidemiology for Nursing Education and Practice	3-0-3	N6101	Theoretical Foundations of Nursing Practice	3-0-3
			N6109	Informatics, Technology and Healthcare Outcomes	3-0-3
Spring **Semester II (3 Hours)**			*Summer* **Semester II (3 Hours)**		
N6104	Scholarly Inquiry and Data Analysis in Nursing	3-0-3	N6106	Pathophysiology and Pharmacology	3-0-3
Fall **Semester III (5 Hours)**			*Spring* **Semester III (8 Hours)**		
N6122	Health Systems Leadership CNL Practicum I	0-8-2	N6123	Health Systems Leadership CNL Practicum II	0-20-5
N6124	Health Systems Leadership Role of the CNL	3-0-3	N6125	Health Systems Leadership CNL Seminar	3-0-3

*Three years (8 semesters), 38 total hours via 100% asynchronous format

Note: A minimum of three hours in standard week for one credit hour in practicums is norm (4:1 for practicums).

Note: A minimum of five total semester hours necessary for financial aid eligibility.

SW_2/28/2018

SCHOOL OF NURSING

MASTER OF SCIENCE IN NURSING

PROGRAM DEGREE PLAN: HEALTH SYSTEMS LEADERSHIP

NURSE LEADER/MANAGER

Full-time Plan of Study Option B

Semester Plan					
Course Number	Course Name	Hours	Course Number	Course Name	Hours
Fall **Semester I (7 Hours)**			*Spring* **Semester I (9 Hours)**		
N6101	Theoretical Foundations of Nursing Practice	3-0-3	N6104	Scholarly Inquiry and Data Analysis in Nursing	3-0-3
N6102	Role of the Caring Healthcare Professional	3-0-3	N6105	Leadership for Quality, Safety and Health Policy	3-0-3
N6900	Scholarly Writing	1-0-1	N6115	The Business of Healthcare: Financial and Economic Evidence	3-0-3
Summer **Semester I (6 Hours)**			*Fall* **Semester II (8 Hours)**		
N6108	Epidemiology for Nursing Education and Practice	3-0-3	N6109	Informatics, Technology and Healthcare Outcomes	3-0-3
N6116	Leading Human Resource Systems	3-0-3	N6117	Health Systems Leadership Role of the Leader/Manager I	3-0-3
			N6119	Health Systems Leadership Leader/Manager Practicum I	0-8-2
Spring **Semester II (5 Hours)**					
N6118	Health Systems Leadership Role of the Leader/Manager II	3-0-3			
N6120	Health Systems Leadership Leader/ Manager Practicum II	0-8-2			

*Two years (5 semesters), 35 total hours via 100% asynchronous format

Note: A minimum of three hours in standard week for one credit hour in practicums is norm (4:1 for practicums).

Note: A minimum of five total semester hours necessary for financial aid eligibility.

SW_2/28/2018

UNIVERSITY of WestGeorgia

SCHOOL OF NURSING

MASTER OF SCIENCE IN NURSING

PROGRAM DEGREE PLAN: HEALTH SYSTEMS LEADERSHIP

NURSE LEADER/MANAGER

Part-time Plan of Study Option B

Course Number	Course Name	Hours	Course Number	Course Name	Hours
Semester Plan					
Fall Semester I (4 Hours)			**Spring Semester I (6 Hours)**		
N6102	Role of the Caring Healthcare Professional	3-0-3	N6105	Leadership for Quality, Safety and Health Policy	3-0-3
N6900	Scholarly Writing	1-0-1	N6115	The Business of Healthcare: Financial and Economic Evidence	3-0-3
Summer Semester I (3 Hours)			**Fall Semester II (6 Hours)**		
N6108	Epidemiology for Nursing Education and Practice	3-0-3	N6101	Theoretical Foundations of Nursing Practice	3-0-3
			N6109	Informatics, Technology and Healthcare Outcomes	3-0-3
Spring Semester II (3 Hours)			**Summer Semester II (3 Hours)**		
N6104	Scholarly Inquiry and Data Analysis in Nursing	3-0-3	N6116	Leading Human Resource Systems	3-0-3
Fall Semester III (5 Hours)			**Spring Semester III (5 Hours)**		
N6117	Health Systems Leadership Role of the Leader/Manager I	3-0-3	N6118	Health Systems Leadership Role of the Leader/Manager II	3-0-3
N6119	Health Systems Leadership Leader/Manager Practicum I	0-8-2	N6120	Health Systems Leadership Leader/ Manager Practicum II	0-8-2

*Three years (8 semesters), 35 total hours via 100% asynchronous format

Note: A minimum of three hours in standard week for one credit hour in practicums is norm (4:1 for practicums).

Note: A minimum of five total semester hours necessary for financial aid eligibility.

SW_2/28/2018

Full-time Plan of Study Option B

Semester Plan					
Course Number	Course Name	Hours	Course Number	Course Name	Hours
Fall **Semester I (7 Hours)**			*Spring* **Semester I (9 Hours)**		
N6101	Theoretical Foundations of Nursing Practice	3-0-3	N6103	Health Promotion and Advanced Health Assessment	3-0-3
N6102	Role of the Caring Healthcare Professional	3-0-3	N6104	Scholarly Inquiry and Data Analysis in Nursing	3-0-3
N6900	Scholarly Writing	1-0-1	N6105	Leadership for Quality, Safety and Health Policy	3-0-3
Summer **Semester I (6 Hours)**			*Fall* **Semester II (8 Hours)**		
N6106	Pathophysiology and Pharmacology	3-0-3	N6109	Informatics, Technology and Healthcare Outcomes	3-0-3
N6108	Epidemiology for Nursing Education and Practice	3-0-3	N6110	Curriculum Development in Nursing Education	3-0-3
			N6111	Nurse Educator Role Practicum I	0-8-2
Spring **Semester II (5 Hours)**					
N6112	Nurse Educator Role Practicum II	0-8-2			
N6113	Evaluation and Testing in Nursing Education	3-0-3			

*Three years (8 semesters), 35 total hours via 100% asynchronous format

Note: A minimum of three hours in standard week for one credit hour in practicums is norm (4:1 for practicums).

Note: A minimum of five total semester hours necessary for financial aid eligibility.

Note: To be eligible to receive a NFLP loan, a borrower must be a part-time or full-time student in the MSN Education track, Nursing Education.

UNIVERSITY of WestGeorgia

SCHOOL OF NURSING

MASTER OF SCIENCE IN NURSING

PROGRAM DEGREE PLAN: EDUCATION

NURSING EDUCATION

Part-time Plan of Study Option B

Course Number	Course Name	Hours	Course Number	Course Name	Hours
Semester Plan					
Fall **Semester I (4 Hours)**			*Spring* **Semester I (6 Hours)**		
N6102	Role of the Caring Healthcare Professional	3-0-3	N6103	Health Promotion and Advanced Health Assessment	3-0-3
N6900	Scholarly Writing	1-0-1	N6105	Leadership for Quality, Safety and Health Policy	3-0-3
Summer **Semester I (3 Hours)**			*Fall* **Semester II (6 Hours)**		
N6108	Epidemiology for Nursing Education and Practice	3-0-3	N6101	Theoretical Foundations of Nursing Practice	3-0-3
			N6109	Informatics, Technology and Healthcare Outcomes	3-0-3
Spring **Semester II (3 Hours)**			*Summer* **Semester II (3 Hours)**		
N6104	Scholarly Inquiry and Data Analysis in Nursing	3-0-3	N6106	Pathophysiology and Pharmacology	3-0-3
Fall **Semester III (5 Hours)**			*Spring* **Semester III (5 Hours)**		
N6110	Curriculum Development in Nursing Education	3-0-3	N6112	Nurse Educator Role Practicum II	0-8-2
N6111	Nurse Educator Role Practicum I	0-8-2	N6113	Evaluation and Testing in Nursing Education	3-0-3

*Three years (8 semesters), 35 total hours via 100% asynchronous format

Note: A minimum of three hours in standard week for one credit hour in practicums is norm (4:1 for practicums).

Note: A minimum of five total semester hours necessary for financial aid eligibility.

Note: To be eligible to receive a NFLP loan, a borrower must be a part-time or full-time student in the MSN Education track, Nursing Education.

SW_2/28/2018

Course name, prefix, and number: Role of the Caring Healthcare Professional, NURS 6102

Credit hours and prerequisites: <mark>3 hours (3-0-3)</mark>, admission to the graduate program

Course Description: This is a course that explores the roles of the healthcare professional, theoretical models, and research related to caring science.

Learning Outcomes:
1. Explore the role of the healthcare professional in practice, education, and leadership.
2. Differentiate caring theoretical models as the essence of practice, education and leadership.
3. Examine the concept of caring as it relates to providing holistic care in a culturally diverse, inter-professional environment.
4. Explore leadership and systems theories as a framework for practice as a leader or educator

Sample Textbooks:
Duffy, J. R. (2009). *Quality caring in nursing: Applying theory to clinical practice, education, and leadership.* New York, NY: Springer.

Topics for class sessions:
1. Implement a self-care plan through reflective practices and by considering therapeutic modalities.
2. Caring as the essence of quality healthcare practice.
3. Theoretical and evidence based frameworks for caring.
4. Quality caring, inter-professional and cultural competence.
5. Ethical decision making and caring.
6. The relationship between self-care and quality caring in the context of the role of the health care professional in education, practice and the healthcare environment.
7. Explore and differentiate the roles in practice, education and leadership.

Grading Scale:
A = 90-100
B = 80-89
C = 75-79
F = < 75

Approved by THS SON Graduate Program Committee: <mark>3/12/2018</mark>

Course name, prefix, and number: Informatics, Technology, and Healthcare Outcomes, NURS 6109

Credit hours and prerequisites: <mark>3 hours (3-0-3)</mark>, admission to the graduate program

Course Description: This course focuses on the theoretical basis of healthcare informatics with an emphasis on management and processing of healthcare data, information, and knowledge.

Learning outcomes:

1. Analyze emerging informatics technologies and processes that influence the health care delivery systems.

2. Identify key issues related to the application of emerging informatics technologies and processes to enhance quality care.

3. Develop solutions to address the application of emerging informatics technologies and processes of key issues.

4. Apply concepts of data protection to emerging informatics technologies and processes.

Sample textbooks:

McGonigle, D. & Mastrian, K. G. (2012). Nursing informatics and the foundation of knowledge   (2nd ed.). Boston, MA: Jones & Bartlett Learning.

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.).Washington, D.C.: Author. ISBN13: 978-1-4338-0561-5

Topics for class sessions:

The course addresses communication, client/patient-care technologies, language systems, and basic database design concepts:

Vision

Internet

Consumer Informatics

Electronic Health Record

Protection of Privacy

Information Security

Data Integrity

Telehealth

Healthcare Informatics

Grading System:

A = 90 – 100

B = 80 – 89

C = 75 – 79

F = below 75

Approved by SON Graduate Program Committee: 3/12/18

Comprehensive Program Review

Instructions, Reporting Vehicle, and Definitions

Comprehensive Program Review Instructions

History

The Comprehensive Program Review template was developed as a summative reporting vehicle for academic program review. This reporting vehicle is for use by University System of Georgia (USG) institutions and the system office in order to ensure adherence to Board of Regents Policy 3.6.3 Comprehensive Program Review and to enable consistency in executive level reporting to the Board of Regents, the system as whole, and external constituents. The assessments provide the institution and the university system, as a whole, with performance measures and benchmarks upon which to determine if programmatic threshold criteria are being met in terms of academic program inputs and outcomes, fiscal sustainability, access for workforce preparedness, degree and major investment planning, cost reduction, constituent transparency, the stewardship of state resources, and critical decision-making concerning the overall academic health of institutions and their respective programs. The Executive Vice Chancellor for Academic Affairs requested a task force be formed with representatives from the institutional sectors to design and recommend a reporting template to be used by all USG institutions. The subcommittee on Comprehensive Program Review began its work on July 6, 2015 and completed its charge on June 1, 2016. The taskforce membership was comprised of a cross-section of vice presidents for academic affairs and institutional research personnel, comprehensive program review committee membership reflected the varied sectors of the university system and perspectives concerning academic program assessment. The goal of the reporting vehicle was to provide both standardization of reporting along with institutional flexibility and consideration of such factors as mission, program variability, level of degree and major, student and institutional inputs and outcomes, and academic unit composition.

Parameters

The reporting vehicle does not supplant institutional academic program review processes. Institutional processes are to remain intact. It is intended that the reporting vehicle becomes a standardized form that all institutions use to submit to USG. For any sections of the reporting vehicle that do not apply to specific academic programs (e.g., institution only awards associate and baccalaureate level degrees and majors), please indicate not applicable ("NA") in spaces provided throughout the document. Consistent with academic program reviews, the attached reporting vehicle is a succinct representation of the institution's demonstration that it has assessed an academic program and made decisions about its future within a culture of evidence. Academic program reviews will be used for continuous improvement and the adjustment of programs within an institution's mission, strategic plan, and sector within the university system. Definitions and potential sources for indicators/measures of quality, viability, and productivity are found on successive pages within this document.

Unit of Analysis

The academic program is the unit of analysis. Data resources involve a combination of university system reports, research and policy analysis databases and reports, academic unit data, institutional data from Banner, ADP/PeopleSoft, and other student and academic information systems, institutional assessments, unit self-studies, and/or external reviews. The metrics include qualitative and quantitative measures of progress that provide an institutional context, environmental scan, academic and geographic indicators, and factors specific to the discipline, degree, major, and institution. Information used in preparation for regional and disciplinary accreditation reports as well as external funding agencies and federal agencies may also be replicated where applicable in the reporting vehicle. It is preferable that the final narrative summary of the comprehensive program review be succinct and simultaneously provide enough detail for institutional context such that the result is contained to a maximum of ten (10) pages. Narrative sections are included throughout the document within categorical indicators of productivity, viability, and quality to provide institutional flexibility in relaying contextual and disciplinary narratives when discussing programmatic health. The institutional provost/vice president for academic affairs (or designee) has the final signature/sign-off on completed academic report summaries for comprehensive program review.

Accessibility and Final Institutional Approval

The reporting vehicle can be downloaded from the SharePoint – new program review team site (reference url: https://sharepoint.bor.usg.edu/team_sites/academicaffairs/npr/SitePages/Home.aspx)

for which access is available to each provost/vice president for academic affairs and her/his designee. The document is available in a downloadable, write-able format. The blank form itself will be available in the SharePoint folder entitled "Forms/Supporting Documents for Institutions." In addition, to further assist the provost/vice president for academic affairs in sharing the information with academic deans and department heads, the blank form will be available on the public academic programs website at the following url: http://www.usg.edu/academic_programs/changes underneath the section entitled "Program & Curriculum Changes." Upon completion and appropriate signature, the provost/vice president for academic affairs (or designee) will fill out corresponding institutional identification information (e.g., name of institution, name of academic program, date, etc. in drop-down boxes) and submit the document to SharePoint as an attachment. It is recommended that the document be completed, reviewed, scanned as a .pdf, and then provided as an attachment to the comprehensive program review site. The mechanism for submitting and attaching documents/files is similar to that used for uploading new programs.

COMPREHENSIVE PROGRAM REVIEW

Institution: University of West Georgia

Academic Program Name: <mark>Educational Leadership</mark>

CIP Code:

College or School and Department:

College of Education – Department of Leadership, Research, and School Improvement

Date of Last Internal Review: Unknown

Outcome of Previous Program Review (brief narrative statement): Current Date

Program Reviewed at the Institution for this report:

Indicators of Measures of Quality:			
Student Input – Undergraduate Programs	AY 2014	AY 2015	AY 2016
Standardized Test Scores (if applicable), for undergraduate programs -- ACT or SAT – Choose the standardized examination used and indicate in the space provided below: Number of Students Reported (Total N):	NA This is a graduate program only.	NA	NA
Freshman Index (as applicable)	NA	NA	NA
Other - Institutions may substitute other measures of quality (e.g. entry scores or GPA into a degree program such as nursing, business, education) as appropriate. Please briefly discuss what the measure(s) are and how they are defined.	NA	NA	NA
Institutional Indicators of Quality- Student Input (campus determined). Please define what Indicators are used and how they are interpreted.	NA	NA	NA
Average Exit scores or Pass Rate on national/state exams for licensure (as appropriate) Also indicate the number of students reporting scores for the test(s) (Total N):	NA	NA	NA
Average Graduating Major GPA or Cumulative GPA for the Academic Year. Please indicate which GPA is used: Also indicate the number of students reporting scores for the test(s) (Total N):	NA	NA	NA
Employment rates of graduates (if available)	NA	NA	NA
Admission into graduate programs (if available)	NA	NA	NA
Institutional Indicators of Quality – Student Output (campus determined). Please identify what Indicators are used and how they are defined.	NA	NA	NA

Comprehensive Program Review, Reference to Board Policy Manual 3.6.3, Disseminated July 1, 2016, Expanded Definitions Dec. 1, 2016, Next Revision Scheduled End of the 2016-2017 Academic Year Cycle

Student Input- Graduate Programs	AY 2014	AY 2015	AY 2016
Average Graduate and/or Undergraduate GPA admitted and enrolled. Also, indicate the number of students reported (Total N).	3.71 (N=31)	3.78 (N=58)	3.76 (N=69)
Standardized Test Scores (if applicable), for graduate programs --- GRE, GMAT, LSAT, MCAT - Choose the standardized examination and indicate in the space provided below. Also, indicate the number of students reporting scores for the test(s) (Total N):	NA	NA	NA
Institutional Indicators of Quality- Student Input (campus determined). Please define what Indicators are used and how they are interpreted.	One of the most important indicators of quality stems from the admission requirement that applicants (candidates) must secure the written support of their school superintendent or designee as a required component of the selection process. Because of a written partnership between UWG and employing school districts, expectations for both parties are identified. The partnership process ensures that the school system and university are vested in the process of supporting those candidates who have the greatest likelihood of success in the program and as future school leaders. The written partnership agreement and the system approval form offer solid evidence that quality candidates are being admitted. If performance deficiencies arise, both the employer and the university are vested in robustly addressing those areas.	Same response as AY 2014 column.	Same response as AY 2015 column.
Student Output – Graduate Programs	AY 2014	AY 2015	AY 2016
Average Exit Scores on National and State Licensure and/or Certification Exams OR Average Pass Rate	100% (N=12)	92% (N=24)	93% (N=43)

(as appropriate) Specific Exam: Also, indicate the number of students reporting scores for the test(s) (Total N):			
Graduating Major or stand-alone degree GPA scores *Indicate whether Major GPA or Cumulative Graduation GPA is used:* Indicate the number of students reported (Total N).	3.92 Cumulative (N=21)	3.83 Cumulative (N=18)	3.88 Cumulative (N=39)
External Quality Assurance (e.g., professional accreditation, surveys, market rankings)	The program is fully accredited by the Georgia Professional Standards Commission and NCATE. Employers have a choice of at least 12 approved providers and nearly 100 Georgia school districts have entered into a written partnership with the UWG Leadership Program, an indicator that we are a program of choice for many school districts.	Same response as AY 2014 column.	Same response as AY 2015 column.
Institutional Indicators of Quality- Student Output (campus determined). Please define what Indicators are used and how they are interpreted.	Student learning outcomes are carefully aligned to the National and State Standards for Educational Leadership. Key assessments in program courses are tracked and analyzed for program improvement. Rubrics have been carefully developed to track student progress. Students also complete an oral comprehensive exam in EDLE 8303 which is scored by faculty and practitioners in the field. In addition, we have established written partnerships with nearly 100 school districts in Georgia. In many of these districts, we are the university of choice for their leadership candidates.	Same response as AY 2014 column.	Same response as AY 2015 column.

Narrative Section: Describe additional details as deemed appropriate (*the box is expandable***).**

Student learning is measured using clear outcomes developed as national and state educational leadership standards. The following student outcomes constitute our state and national standards:

> **Outcome 1.** Education leaders build a collective vision of student academic success and well-being.
> **Outcome 2.** Education leaders champion and support instruction and assessment that maximizes student learning and achievement.
> **Outcome 3.** Education leaders manage and develop staff members' professional skills and practices in order to drive student learning and achievement
> **Outcome 4.** Education leaders cultivate a caring and inclusive school community dedicated to student learning, academic success and personal well-being of every student.
> **Outcome 5.** Education leaders effectively coordinate resources, time, structures, and roles to build the instructional capacity of teachers and other staff.

Outcome 6. Education leaders engage families and the outside community to promote and support student success.

Outcome 7. Education leaders administer and manage operations efficiently and effectively.

Performance data are closely monitored in the following Key Assessments: Building A Vision (EDLE 8301); Reflective Research Essay (EDLE 8306); Designing High Performing Organizations (EDLE 8304); School Data Profile (EDLE 8306); Implementing Practices to Drive Student Learning and Achievement and Video Reflection (EDLE 8303); Analysis of Leadership Practices (EDLE 8304); Equity Leadership Project (EDLE 8329); Research Practices to Build Instructional Capacity (EDLE 8302); School Safety Assessment (EDLE 8305); and Talent Management Report (EDLE 8305).

Each of these Key Assessments are scored by the instructors of record using a four point rubric. Faculty members work collaboratively to develop and interpret student results from the key assessments.

The success criterion is that 85% of candidates will earn a 4.0 on the scoring rubric. Scores are reviewed annually and longitudinally over at least three years. Over the years of this report (AY 2014-2016), student success ranges from 85% (School Data Profile AY 2015) to 100% (Reflective Research Essay AY 2015). As noted in the data above, our students are successful on the statewide tests (greater than 92% meet standards).

We have nearly 100 written partnership agreements with Georgia school districts. In many districts, UWG has been identified as one of the few universities that employers will allow their candidates to receive their education. Through an active partnership, learning outcomes and student performance are collaboratively considered by the employing district and the university faculty.

Faculty	AY 2014	AY 2015	AY 2016
Number of Terminally Degreed Faculty in the Department (regardless of whether the faculty teach in the program)	17	17	17
Number of Non-terminally Degreed Faculty In the Department (regardless of whether the faculty teach in the program)	6	6	6
Undergraduate or Graduate programs: Total amount of sponsored research funding awarded for the academic year	$0	$0	$0
Undergraduate or Graduate programs: Other External funds for program support. Provide the total amount for	$0	$0	$0

the academic year.			
Undergraduate or Graduate programs: Number of peer-reviewed publications for the academic year.	30	30	31
Undergraduate or Graduate programs: Number of faculty research fellowships awarded in the academic year.	0	0	0
Institutional Indicators of Faculty Quality-Output (campus determined) Please define what Indicators are used and how they are interpreted.	Faculty are carefully evaluated each year by the department chair. College-wide expectations are established for productivity in teaching, scholarship, and service. Faculty collaboratively develop goals in each of the three areas of accountability. Student evaluation of teaching is carefully reviewed, and most members of the department enjoy mean scores of better than 4.0 (out of 5.0) in all evaluation areas.	Same response as AY 2014 column.	Same response as AY 2015 column.
External Quality Assurance (e.g. professional accreditation surveys; market rankings) Please define what Indicators are used and how they are interpreted.	The significant number of written partnerships with Georgia school districts (nearly 100) serves as solid evidence that employers are engaged and satisfied with UWG as an active partner in developing school district leaders. The most typical leadership position that our candidates hold is assistant principal. The annual salary for assistant principals in Georgia easily approaches $100,000. This suggests that our program is filling an important need in Georgia.	Same response as AY 2014 column.	Same response as AY 2015 column.

Narrative Section: Describe additional details as deemed appropriate (_the box is expandable_**).**

The College of Education has clear expectations that tenure track faculty members will engage in an active scholarly agenda. These include the expectation of peer-reviewed publications and presentations at learned societies. These requirements help to assure that Educational Leadership students are taught by faculty who contribute to the knowledge base in their field and who are well-versed in the literature.

**Curricular Alignment and Currency to the Discipline as well as Workforce/Occupational Need and Demand**

Narrative Section: Describe additional details as deemed appropriate (_the box is expandable_**).**

UWG has a strong partnership with Gwinnett County, which can be used as an example in responding to this question. UWG faculty regularly meet and participate with Gwinnett County personnel to ensure that the written partnership is genuine and real. Comprehensive program reviews are conducted collaboratively, leading to improved alignment of the UWG program to the needs as articulated by practitioners in the field.

Our program also consists of up to 67% of the courses serving as primarily clinically-based experiences, where the student's job responsibilities are used to shape the learning experiences (EDLE 8301, EDLE 8302, EDLE 8303, EDLE 8304, EDLE 8305, & EDLE 8306). These learning experiences are agreed to by the candidate, the candidate's mentor who is his/her employment supervisor, and the UWG faculty member.

These practices ensure employing school districts that our candidates are ready to do the job (in terms of knowledge of job, skills, and dispositions).

Indicators of Measures of Viability:			
Internal Demand for the Program	AY 2014	AY 2015	AY 2016
Number of students who completed an application to the program (if an applicable process is in place)- Institution determines the milestone for reporting purposes (e.g. point in time formal applications are reviewed and acceptances are granted)	65	124	133
Number of students who are admitted to the program --- Institution determines the milestone for reporting purposes (e.g., formal admittance to a degree program)	37	77	100
Number of students in the degree program --- Institution determines the milestone for reporting purposes	45	82	142
Standard Faculty Workload for the degree program (example: 3/3, 4/3, etc.)	4/4	4/4	4/4
Number of Faculty (tenured/track and non-tenured) supporting the degree program within the department	3	3	4
Number of Faculty (tenured/track and non-tenured) supporting the degree program outside the department	0	0	0
Number of Full-Time faculty teaching in the program	3	3	4
Number of Part-Time faculty teaching in the program	1	1	3

Narrative Section: Describe additional details as deemed appropriate (*the box is expandable***).**

The program is actively growing as data from this report show; which reflects relevance and vitality. The program numbers would be higher, except for specific admission rules and requirements by the Georgia Professional Standards Commission (Ga PSC) that have significantly reduced the number of candidates who can apply and be accepted into an educational leadership program in Georgia.

This report misses the vast majority of our candidates and program, however, as we offer a certification-only program (not a degree) for hundreds of Georgia educational leaders. That fact speaks to the relevance and vitality of the program—namely that many practicing educational leaders select UWG to earn their certification and to meet the needs of Georgia K-12 schools.

When candidates complete our program and earn leadership certification, they are in line to earn substantial pay increases (at least $20,000 annually) from their pay as teachers. This speaks to the need for our program and the knowledge and skills of our graduates.

Indicators of Measures of Productivity:			
Time to Degree	AY 2014	AY 2015	AY 2016
Undergraduate student time to degree (average, in years) for non-transfer students graduating in the	NA	NA	NA

academic year (AY)			
Undergraduate student time to degree (average, in years) for transfer students graduating in the academic year (AY)	NA	NA	NA
Institution specific factors impacting time to degree. Describe additional details as deemed appropriate.	NA	NA	NA
Graduate student time to degree (average, in years) graduating in the academic year.	1.67	1.67	1.67
Institution specific factors impacting time to degree Describe additional details as deemed appropriate.	Our progression rate is acceptable. We have worked smart to plan the offering of courses to ensure that students can progress through the program at a reasonable pace. Because our students work full-time and there is reason to insist on reflection and application of learning, we strongly encourage our students to take five to six semesters to complete their program.	Same response as AY 2014 column.	Same response as AY 2015 column.
Graduation - Only provide data for the level of program being reviewed.	AY 2014	AY 2015	AY 2016
Number of degrees awarded in the program for the academic year.	21	18	39

Provost/VPAA Categorical Summation:

Check any of the following to categorically describe action(s) the institution will take concerning this program.

☐   **Program MEETS Institution's Criteria**

_____**Program is critical to the institutional mission and will be retained.**

_____**Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.**

☐   **Program DOES NOT MEET Institution's Criteria**

_____**Program will be placed on a monitoring status.**

_____**Program will undergo substantive curricular revisions.**

_____**Program will be deactivated.**

_____**Program will be voluntarily terminated.**

_____**Other (identify/add text): _____**

Contextual Closing Narrative: In the space provided below *(and can be expanded)***, provide a summative narrative concerning the academic program. The final statement, among other points, includes information concerning the academic program's achievements, benchmarks of progress, and areas of distinction, challenges, and aspirations, in addition to plans for action. Please share how comprehensive program review results were used for continuous improvement. The closing statement also is an opportunity to highlight shifting trends and market forces that might impact program demand (1,500 word limit).**

The University of West Georgia Educational Leadership program is easily recognized as one of the finest in Georgia. Our programs are approved without any areas for improvement by the Georgia Professional Standards Commission (Ga PSC). The Ga PSC typically relies upon UWG Leadership Faculty to provide technical assistance to other university personnel as they develop their programs. In addition, our faculty are often recruited by the Ga PSC to serve on program evaluation/approval reviews and on important state task forces.

The results of this review support our aspiration to make an impact for school improvement in Georgia. We aspire to be the program of choice in this state, with a special emphasis on meeting the needs of highly urban districts. This report highlights that we may in fact already be meeting this aspiration. As noted throughout this report, our partnerships, collaborative relationships, and robust enrollments provide solid evidence that we are making an impact.

We are oriented toward program enrollment growth with both eyes importantly focused on the quality of our product. By continuing to blend faculty of practitioners and scholars, our students receive a relevant and rigorous experience. The literature is clear that leadership matters significantly in terms of the quality of a school. The children of Georgia deserve leaders who know what they are doing and we are committed that our candidates can meet this challenge.

Provost/VPAA Signature and Date:

_____

---------- **OR** ----------

Provost/VPAA's Designee Signature and Date:

_____

_____

COMPREHENSIVE PROGRAM REVIEW

Institution: University of West Georgia

Academic Program Name: <mark>Secondary Education Master of Arts in Teaching (SEED MAT)</mark>

CIP Code: **College or School and Department:**

College of Education – Department of Early
Childhood through Secondary Education

Date of Last Internal Review:

Outcome of Previous Program Review (brief narrative statement): Current Date

Program Reviewed at the Institution for this report:

Indicators of Measures of Quality:			
Student Input – Undergraduate Programs	AY 2014	AY 2015	AY 2016
Standardized Test Scores (if applicable), for undergraduate programs -- ACT or SAT – Choose the standardized examination used and indicate in the space provided below: Number of Students Reported (Total N):	N/A This program is graduate students.	N/A	N/A
Freshman Index (as applicable)	N/A	N/A	N/A
Other - Institutions may substitute other measures of quality (e.g. entry scores or GPA into a degree program such as nursing, business, education) as appropriate. Please briefly discuss what the measure(s) are and how they are defined.	N/A	N/A	N/A
Institutional Indicators of Quality- Student Input (campus determined). Please define what Indicators are used and how they are interpreted.	N/A	N/A	N/A
Student Output – Undergraduate Programs	AY 2014	AY 2015	AY 2016
Average Exit scores or Pass Rate on national/state exams for licensure (as appropriate) Also indicate the number of students reporting scores for the test(s) (Total N):	N/A	N/A	N/A
Average Graduating Major GPA or Cumulative GPA for the Academic Year. Please indicate which GPA is used: Also indicate the number of students reporting scores for the test(s) (Total N):	N/A	N/A	N/A
Employment rates of graduates (if available)	N/A	N/A	N/A
Admission into graduate programs (if available)	N/A	N/A	N/A
Institutional Indicators of Quality – Student Output (campus determined). Please identify what Indicators are used and how they are defined.	N/A	N/A	N/A

Comprehensive Program Review, Reference to Board Policy Manual 3.6.3, Disseminated July 1, 2016,
Expanded Definitions Dec. 1, 2016; Next Revision Scheduled End of the 2016-2017 Academic Year Cycle

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Student Input- Graduate Programs	AY 2014	AY 2015	AY 2016
Average Graduate and/or Undergraduate GPA admitted and enrolled. Also, indicate the number of students reported (Total N).	3.32 (N=95)	3.11 (N=115)	3.11 (N=71)
Standardized Test Scores (if applicable), for graduate programs --- GRE, GMAT, LSAT, MCAT - Choose the standardized examination and indicate in the space provided below. Also, indicate the number of students reporting scores for the test(s) (Total N):	N/A	N/A	N/A
Institutional Indicators of Quality- Student Input (campus determined). Please define what Indicators are used and how they are interpreted.	100% passing rate on GACE discipline specific tests	100% passing rate on GACE discipline specific tests	100% passing rate on GACE discipline specific tests
Student Output – Graduate Programs	AY 2014	AY 2015	AY 2016
Average Exit Scores on National and State Licensure and/or Certification Exams OR Average Pass Rate (as appropriate) Specific Exam: Special Education 081 + 082= (includes B.S.E.d) (Secondary concentrations take Content Assessment prior to admission). Also, indicate the number of students reporting scores for the test(s) (Total N):	081=100% (N=34) 082=100% (N=34)	081=100% (N=31) 082=100% (N=31)	081=96% (N=26) 082=96% (N=26)
Graduating Major or stand-alone degree GPA scores *Indicate whether Major GPA or Cumulative Graduation GPA is used:* Indicate the number of students reported (Total N).	3.77 Cumulative (N=48)	3.72 Cumulative (N=71)	3.71 Cumulative (N=45)
External Quality Assurance (e.g., professional accreditation, surveys, market rankings)	N/A	N/A	N/A
Institutional Indicators of Quality- Student Output (campus determined). Please define what Indicators are used and how they are interpreted.	N/A	N/A	43.91 (N=45)

Narrative Section:
For AY 2016, the edTPA assessment average score is provided. This is an instrument externally evaluated by Pearson/SCALE. It is required for state licensure beginning fall 2015; Georgia cut score = 35.) In AY 2015 and AY 2014, graduates were required to pass GACE Content Tests specific to each discipline. Students passed these assessments prior to program admission.

Faculty	AY 2014	AY 2015	AY 2016
Number of Terminally Degreed Faculty in the Department (regardless of whether the faculty teach in the program)	18 (Full-time) 3 Part-time	14 2 Part-time	14 2 Part-time
Number of Non-terminally Degreed Faculty In the Department (regardless of whether the faculty teach in the program)	3	3	4
Undergraduate or Graduate programs: Total amount of sponsored research funding awarded for the academic year (regardless of whether the faculty teach in the program).	9	3	1
Undergraduate or Graduate programs: Other External funds for program support. Provide the total amount for the academic year (regardless of whether the faculty teach in the program).	6	2	2
Undergraduate or Graduate programs: Number of peer-reviewed publications for the academic year. (regardless of whether the faculty teach in the program).	7	10	12
Undergraduate or Graduate programs: Number of faculty research fellowships awarded in the academic year.	0	0	0
Institutional Indicators of Faculty Quality- Output (campus determined) Please define what Indicators are used and how they are interpreted.	See the narrative section below	See the narrative section below	See the narrative section below
External Quality Assurance (e.g. professional accreditation surveys; market rankings) Please define what Indicators are used and how they are interpreted.	N/A	N/A	N/A

Narrative Section: Describe additional details as deemed appropriate (*the box is expandable***).**

The SEED MAT faculty are highly-qualified and productive in publishing, obtaining grant funding, and in presenting at international, national, state, and regional conferences. Faculty highlights include active engagement as executive board members of professional organizations such as the Georgia Association of Teacher Educators. Additionally, Dr. Judy Butler is a member of the Board of Examiners for the Georgia Professional Standards Commission and is a CAEP-certified evaluator who actively participates in site visits of accredited institutions; she was also a member of the Georgia Performance Standards Review Committee for the social studies standards.

The SEED MAT program is sought-after by students from across the state of Georgia; it caters to those who are full-time working professionals because it offers the majority of its required courses 95-100% online. Approximately 75% of students teach on provisional certificates. UWG is also attractive to students because it is the only institution that continues to offer certification in Broadfield Science. Program coursework is taught by full-time faculty with very few course offerings covered by adjunct instructors, which strengthens its academic success.

It should be noted that there was a change in the configuration of the departments in the College of Education at the beginning of the 2016-2017 academic year. As a result, the programs housed in the department and the

Curricular Alignment and Currency to the Discipline as well as Workforce/Occupational Need and Demand

Narrative Section: Describe additional details as deemed appropriate (*the box is expandable***).**

Across AY 2014-2016, approximately 60% of graduate students enrolled in UWG's Secondary Education MAT program were provisionally hired teachers; this percentage has increased each year as Georgia has had an increase in teaching vacancies. Therefore, the degree is offered with many courses in an online format and in a hybrid format with a few Saturday sessions each semester. The program caters to students who are working full time.

Indicators of Measures of Viability:			
Internal Demand for the Program	AY 2014	AY 2015	AY 2016
Number of students who completed an application to the program (if an applicable process is in place)- Institution determines the milestone for reporting purposes (e.g. point in time formal applications are reviewed and acceptances are granted)	269	231	169
Number of students who are admitted to the program --- Institution determines the milestone for reporting purposes (e.g., formal admittance to a degree program)	188	115	77
Number of students in the degree program --- Institution determines the milestone for reporting purposes	230	227	190
Standard Faculty Workload for the degree program (example: 3/3, 4/3, etc.)	4/4	4/4	4/4
Number of Faculty (tenured/track and non-tenured) supporting the degree program within the department	5	5	5
Number of Faculty (tenured/track and non-tenured) supporting the degree program outside the department	Unknown	Unknown	Unknown
Number of Full-Time faculty teaching in the program	4	4	4
Number of Part-Time faculty teaching in the program (see additional details below)	3	3	4

Narrative Section: Describe additional details as deemed appropriate (*the box is expandable***).**

Three part-time faculty teaching in the program are field supervisors. One adjunct instructor has been hired to teach the methods course for students earning certification to teach business since that course was moved from UWG's College of Business to the College of Education in AY 2016.

Each student has the opportunity to take 6 hours of graduate coursework in the discipline in which he or she is being certified. Some students decide to take courses from program faculty; others decide to take courses from discipline-specific departments (Mathematics, English, History, etc.). For this reason, we are not able to determine the number of faculty supporting the degree program outside of the department.

Indicators of Measures of Productivity:			
Time to Degree	AY 2014	AY 2015	AY 2016
Undergraduate student time to degree (average, in years) for non-transfer students graduating in the academic year (AY)	N/A	N/A	N/A
Undergraduate student time to degree (average, in years) for transfer students graduating in the academic year (AY)	N/A	N/A	N/A
Institution specific factors impacting time to degree. Describe additional details as deemed appropriate.	N/A	N/A	N/A
Graduate student time to degree (average, in years) graduating in the academic year.	2	2	2
Institution specific factors impacting time to degree. Describe additional details as deemed appropriate.	Field experience and course rotations (see below for more detail).	Field experience and course rotations (see below for more detail).	Field experience and course rotations (see below for more detail).
Graduation - Only provide data for the level of program being reviewed.	AY 2014	AY 2015	AY 2016
Number of degrees awarded in the program for the academic year.	48	71	45

Narrative Section: Describe additional details as deemed appropriate (*the box is expandable***).**

UWG's Secondary Education MAT program has three semesters of field experiences, which must be completed in public schools in grades 6-12, and these semesters are preceded by a field orientation course. For this reason, the program is spread across two full academic years. Students can lighten their course load during the academic year by enrolling in summer semester courses, but that is not required.

Provost/VPAA Categorical Summation:

Check any of the following to categorically describe action(s) the institution will take concerning this program.

☐ **Program MEETS Institution's Criteria**

_____Program is critical to the institutional mission and will be retained.

_____Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

☐ **Program DOES NOT MEET Institution's Criteria**

_____Program will be placed on a monitoring status.

_____Program will undergo substantive curricular revisions.

_____Program will be deactivated.

_____Program will be voluntarily terminated.

_____Other (identify/add text): _____

Contextual Closing Narrative: In the space provided below *(and can be expanded)***, provide a summative narrative concerning the academic program. The final statement, among other points, includes information concerning the academic program's achievements, benchmarks of progress, and areas of distinction, challenges, and aspirations, in addition to plans for action. Please share how comprehensive program review results were used for continuous improvement. The closing statement also is an opportunity to highlight shifting trends and market forces that might impact program demand (1,500 word limit).**

Program Highlights:

- The SEED MAT program is sought-after by students from across the state of Georgia; it caters to those who are full-time working professionals because it offers the majority of its required courses 95-100% online. Approximately 75% of students teach on provisional certificates.
- UWG is also attractive to students because it is the only institution that continues to offer certification in Broadfield Science.
- Program coursework is taught by full-time faculty with very few course offerings covered by adjunct instructors, which strengthens its academic success.

Benchmarks of Progress:

- The SEED MAT program has more than doubled its enrollment since its inception in 2012 and graduates an average of 40 students annually.
- The Business Strategies course, SEED 6265, was successfully transitioned from the College of Business to the College of Education in 2016.
- Since the nationally-recognized edTPA evaluation was implemented as a requirement for state certification in the fall of 2015, over 95% of UWG's SEED MAT interns have earned a passing score, and 100% of those who have submitted a retake have passed on their second attempt.

Shifting trends and market forces that impact program demand:

- The state of Georgia has experienced a teacher shortage at the secondary level over the past two years; this results in districts hiring career changers and those who have completed their degrees without teacher certification. These new provisionally-certified hires have three years to meet certification requirements, which is a driving force in program enrollment.
- UWG's SEED MAT program provides the means for initial certification in a two-year program that results in a master's degree, which also gives program completers a higher base salary.
- To meet the continuing professional development demands of program graduates, the Specialist Degree in Secondary Education has been re-established at UWG; that program will begin admitting students in summer 2018.

Provost/VPAA Signature and Date: _____

---------- **OR** ----------

Provost/VPAA's Designee Signature and Date:

_____

COMPREHENSIVE PROGRAM REVIEW

Institution: University of West Georgia

Academic Program Name: <mark>Media (Ed.S.)</mark>

CIP Code: 13050101   **College or School and Department:**

College of Education – Department of Educational Technology and Foundations

Date of Last Internal Review: 2011

Outcome of Previous Program Review (brief narrative statement): In the College of Education assessment data and program vitality data is reviewed annually. The last comprehensive program review was conducted in 2011 and the program was found to be a strong and viable program.

Current Date: 12/15/2017

Program Reviewed at the Institution for this report:

Indicators of Measures of Quality:			
Student Input – Undergraduate Programs	AY 2014	AY 2015	AY 2016
Standardized Test Scores (if applicable), for undergraduate programs -- ACT or SAT – Choose the standardized examination used and indicate in the space provided below: Number of Students Reported (Total N):	N/A Graduate program only	N/A	N/A
Freshman Index (as applicable)	N/A	N/A	N/A
Other - Institutions may substitute other measures of quality (e.g. entry scores or GPA into a degree program such as nursing, business, education) as appropriate. Please briefly discuss what the measure(s) are and how they are defined.	N/A	N/A	N/A
Institutional Indicators of Quality- Student Input (campus determined). Please define what Indicators are used and how they are interpreted.	N/A	N/A	N/A
Student Output – Undergraduate Programs	AY 2014	AY 2015	AY 2016
Average Exit scores or Pass Rate on national/state exams for licensure (as appropriate) Also indicate the number of students reporting scores for the test(s) (Total N):	N/A	N/A	N/A
Average Graduating Major GPA or Cumulative GPA for the Academic Year. Please indicate which GPA is used: Also indicate the number of students reporting scores for the test(s) (Total N):	N/A	N/A	N/A
Employment rates of graduates (if available)	N/A	N/A	N/A
Admission into graduate programs (if available) (M)(MM)	N/A	N/A	N/A
Institutional Indicators of Quality – Student Output (campus determined). Please identify what	N/A	N/A	N/A

Student Input- Graduate Programs	AY 2014	AY 2015	AY 2016
Average Graduate and/or Undergraduate GPA admitted and enrolled. Also, indicate the number of students reported (Total N).	3.74 (N=103)	3.75 (N=123)	3.75 (N=127)
Standardized Test Scores (if applicable), for graduate programs --- GRE, GMAT, LSAT, MCAT - Choose the standardized examination and indicate in the space provided below. Also, indicate the number of students reporting scores for the test(s) (Total N):	N/A	N/A	N/A
Institutional Indicators of Quality- Student Input (campus determined). Please define what Indicators are used and how they are interpreted.	N/A	N/A	N/A
Student Output – Graduate Programs	AY 2014	AY 2015	AY 2016
Average Exit Scores on National and State Licensure and/or Certification Exams OR Average Pass Rate (as appropriate) Specific Exam: IT= 302 (includes M.E.d. + non-degree) Also, indicate the number of students reporting scores for the test(s) (Total N):	302=96% (N=26)	302=99% (N=94)	302=99% (N=114)
Graduating Major or stand-alone degree GPA scores *Indicate whether Major GPA or Cumulative Graduation GPA is used:* Indicate the number of students reported (Total N).	3.80 Cumulative (N=68)	3.77 Cumulative (N=76)	3.82 Cumulative (N=107)
External Quality Assurance (e.g., professional accreditation, surveys, market rankings)	NCATE SACS U.S. News & World Report Best Online Program Grad Education	NCATE SACS	NCATE SACS Best Online Master's in Educational Technology Onlinecolleges.net
Institutional Indicators of Quality- Student Output (campus determined). Please define what Indicators are used and how they are interpreted.	(See narrative below)	(See narrative below)	(See narrative below)
Narrative Section: Describe additional details as deemed appropriate (*the box is expandable***).** The Media EDS program has two instructional concentrations: Instructional Technology and School Library Media. Each concentration has different measures for accounting for standard learner outcomes. The four standards of learning outcomes (SLO) are consistent for both programs:				

Outcome 1: Candidates demonstrate content, pedagogical, and professional knowledge and skills

Outcome 2: Candidates develop, implement, and evaluate learning opportunities for all students Outcome 3: Teachers are responsible for managing and monitoring student learning.

Outcome 3: Candidates demonstrate professional dispositions and ethics

Outcome 4: Candidates demonstrate ability to serve needs of diverse populations including special needs

In both concentrations students complete a portfolio throughout their program and submit key assessments that align with the SLOs. Samples of key assessments and relevant scoring is provided in Appendix 1.

Faculty	AY 2014	AY 2015	AY 2016
Number of Terminally Degreed Faculty in the Department (regardless of whether the faculty teach in the program)	17	19	15*
Number of Non-terminally Degreed Faculty In the Department (regardless of whether the faculty teach in the program)	1	3	3*
Undergraduate or Graduate programs: Total amount of sponsored research funding awarded for the academic year	$106,002	$219,015	$695,137*
Undergraduate or Graduate programs: Other External funds for program support. Provide the total amount for the academic year.	$2000	$2000	$2000
Undergraduate or Graduate programs: Number of peer-reviewed publications for the academic year.	32	62	41*
Undergraduate or Graduate programs: Number of faculty research fellowships awarded in the academic year.	0	0	1
Institutional Indicators of Faculty Quality- Output (campus determined) Please define what Indicators are used and how they are interpreted. Numbers of presentations at the local, state, national and international level. Additional indicators below in notes section.	86	96	86*
External Quality Assurance (e.g. professional accreditation surveys; market rankings) Please define what Indicators are used and how they are interpreted. Alumni records of achievement noted below.	(See narrative below)	(See narrative below)	(See narrative below)

Narrative Section: Describe additional details as deemed appropriate (*the box is expandable***).**

* The department changed make-up for the AY 16 year. Research faculty moved to a different department which resulted in six less faculty members.

Additional evidence of **faculty** quality include:

OP Cooper is the moderator for the Georgia Library Media Listserv for the state of Georgia. This is the main communication "voice" for all media specialists in the state.

Phyllis Snipes was selected to serve on Georgia's ESSA Work Group for Media and received the Juanita Skelton Award from Ga Assoc. for Instructional Technology in 2014.

The Georgia Association for Instructional Technology (GAIT) Board and members awarded Danilo Baylen as the GAIT/AECT Leadership Development recipient.

Adriana D'Alba was UWG's nominee for the 2017 Regents' Teaching Excellence Award for Online Teaching.

Melissa Johnston was extended an invitation to participate as a Faculty Fellow in Phase II of the ALA-Google Libraries Ready to Code (RtC) initiative.

Kim Huett won the Regents' Teaching Excellence Award for Online Teaching.

Additional evidence of external quality assurances is our alumni's record of achievement in their fields.

Alumni highlights include:

Curricular Alignment and Currency to the Discipline as well as Workforce/Occupational Need and Demand

Narrative Section: Describe additional details as deemed appropriate (*the box is expandable***).**

The Media EDS program has two instructional concentrations: Instructional Technology and School Library Media. Instructional technology is aligned to both the International Society for Technology in Education (ISTE) and the Georgia Professional Standards Commission (PSC) Instructional Technology Standards. The School Library Media program is aligned to the American Association of School Librarians (AASL) National School Library Standards for Learners, School Librarians, and School Libraries.

There are four program learning outcomes as well. The alignment maps for both concentrations are at the end

Indicators of Measures of Viability:			
Internal Demand for the Program	AY 2014	AY 2015	AY 2016
Number of students who completed an application to the program (if an applicable process is in place)- Institution determines the milestone for reporting purposes (e.g. point in time formal applications are reviewed and acceptances are granted)	190	195	210
Number of students who are admitted to the program --- Institution determines the milestone for reporting purposes (e.g., formal admittance to a degree program)	155	153	172
Number of students in the degree program --- Institution determines the milestone for reporting purposes	208	240	281
Standard Faculty Workload for the degree program (example: 3/3, 4/3, etc.)	4/4	4/4	4/4
Number of Faculty (tenured/track and non-tenured) supporting the degree program within the department	10	13	9*
Number of Faculty (tenured/track and non-tenured) supporting the degree program outside the department	1	1	4*
Number of Full-Time faculty teaching in the program	0	1	1
Number of Part-Time faculty teaching in the program	1	1	0

Narrative Section: Describe additional details as deemed appropriate (the box is expandable**).**
Could not use IEA report because Media M.E.d. + E.d.S. are combined.
* Research faculty moved to a different department for AY2016.
The EDS Media program is a robust program showing a 10% increase in enrollment annually. See table below.
Media EDS – number of enrolled students

SEMESTER	SP14	SU14	FA14		SP15	SU15	FA15		SP16	SU16	FA16	
EDS/IT	117	101	127	345	130	115	165	410	154	129	180	463
EDS/SLM	24	13	16	53	17	16	18	51	22	22	37	81

Indicators of Measures of Productivity:			
Time to Degree	AY 2014	AY 2015	AY 2016
Undergraduate student time to degree (average, in years) for non-transfer students graduating in the academic year (AY)	N/A	N/A	N/A
Undergraduate student time to degree (average, in years) for transfer students graduating in the academic year (AY)	N/A	N/A	N/A
Institution specific factors impacting time to degree. Describe additional details as deemed appropriate.			
Graduate student time to degree (average, in years) graduating in the academic year.	4 semesters	4 semesters	4 semesters
Institution specific factors impacting time to degree Describe additional details as	Most graduate students in the program are full time education professionals		

deemed appropriate.	taking two courses each semester, including the summer. For most this means they complete the program in 4 semesters.		
Graduation - Only provide data for the level of program being reviewed.	AY 2014	AY 2015	AY 2016
Number of degrees awarded in the program for the academic year.	68	76	107

Provost/VPAA Categorical Summation:

Check any of the following to categorically describe action(s) the institution will take concerning this program.

☐ **Program MEETS Institution's Criteria**

      _____**Program is critical to the institutional mission and will be retained.**

      _____**Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.**

☐ **Program DOES NOT MEET Institution's Criteria**

      _____**Program will be placed on a monitoring status.**

      _____**Program will undergo substantive curricular revisions.**

      _____**Program will be deactivated.**

      _____**Program will be voluntarily terminated.**

Other (identify/add text): _____

Contextual Closing Narrative: In the space provided below *(and can be expanded)***, provide a summative narrative concerning the academic program. The final statement, among other points, includes information concerning the academic program's achievements, benchmarks of progress, and areas of distinction, challenges, and aspirations, in addition to plans for action. Please share how comprehensive program review results were used for continuous improvement. The closing statement also is an opportunity to highlight shifting trends and market forces that might impact program demand (1,500 word limit).**

The Master's program in Media is a viable program offering students two distinct tracks, Instructional Technology and School Library Media. Many of our Master's and non-degree students continue their studies in our EDS program. It is also important to note that much of the work of the Media program is done for both the Master's and the EDS students. Growth across both tracks and levels speaks to the vitality of the program. The rationale for our ongoing growth is not easily evidenced through the reporting measures offered here. Program vitality is often linked directly with student experience, providing our students a great experience leads to their continuation in our programs and to sharing their success with their colleagues in and outside of Georgia.

The **areas of distinction** from both programs at the Master's and EDS level is the hands on approach to student advisement and ongoing teaching excellence. The department has been committed to strong student advising, beginning as soon as they enter the program. Having a consistent point of contact is especially valuable for online learners. Students are also at the center of all program decisions, including curriculum decisions. Our faculty develop strong personal relationships with students in the program. Teaching excellence is also a commitment our faculty strive for. This is evidenced with our faculty members continued success in winning teaching awards within the College of Education, at the university level and even at the Board of Regents. Our faculty strive to make all course activities relevant and purposeful. Students complete project-based coursework that is directly related to their field. They work directly in the field to collaborate with currently practicing professionals. Many of our online courses have also gone through a rigorous quality control measure with courses being evaluated by outside teams specializing in outstanding online course design. Faculty use current and state of the art technology when delivering their courses online. Students see these technologies modeled for them as they continue through the program.

Challenges to program's success have been the lack of consistent departmental leadership, departmental changes, and ongoing need for more faculty members. There have been several department chairs in the last several years which has made change processes more difficult to negotiate and visionary processes to be stalled. This should not be an ongoing issue because the current leader is in her second year of service and plans to continue in the future. Departmental leadership is also working to mentor and cultivate future department leaders. There was also a shift in department make-up that disrupted some processes, though this was a minor adjustment overall because the Media program was not greatly impacted. The continuing growth in the program has led to ongoing needs for additional faculty members. With rising class sizes and ongoing demands current faculty members found it difficult to balance teaching, research and service expectations. We were awarded a new position during AY 17 and a critical hire was made for a tenure track professor for AY18. A late resignation has created an additional need with a tenure track search being conducted during AY18. Our rising numbers have also put pressure on the research department to offer the courses required to support our growing EDS program. Our numbers have supported the inclusion of two additional faculty members in the AY19 proposed budget. These positions have been put as a high priority on the

budget planning sheet. With the addition of these additional faculty we will be better able to support our faculty with a more balanced workload.

Our program **aspires** to serve the West Georgia region by providing an online teaching endorsement, creating a mobile learning lab that will give students and teachers in the rural counties the opportunity to participate in maker spaces and technology rich environments and explore the needs for an industry related track. With more schools providing blended or fully online courses it will be important for educators to know and understand best practices related to online teaching. The online teaching endorsement will offer a four course sequence aligned to the International Association for K-12 Online learning standards. We are in the process of developing this endorsement as a potential path within our Master's and EDS programs. For both School Library Media Specialist's and Instructional Technologists the addition of maker spaces and greater technology integration in schools is a current trend. There are several schools in Atlanta showcasing amazing spaces within their school libraries and throughout their classrooms where students are using state of the art technology and creative thinking to approach real-world issues. However this is juxtaposed to our close neighbors in rural counties who have little to no access to new technologies nor have their library programs established maker spaces in their schools. To support our rural school partners we are in the process of designing and implementing a mobile maker space that will allow students the opportunity to participate in these activities while demonstrating to teachers and librarians the potential of such spaces. Our mobile innovations lab will also showcase current technologies such as 3-D printers and Google expeditions. Through grant money we would not only bring our equipment to the schools we would also leave materials at the school for ongoing engagement. We have also found that more and more students are enrolling in our programs who do not have a K-12 background. Many instructional technologists are employed in the private sector and take our programs to enhance their technology skills while serving the industries they represent. Currently faculty differentiate their instruction to meet the different demand that these students present. During AY17 we are conducting a feasibility study to see if the market warrants the inclusion of an industry related concentration.

Our comprehensive program review has resulted in an entire curricular realignment beginning with the EDS in Instructional Technology. During AY 16 this project began with an intense examination of the alignment of standards, course objectives, course activities and assessment measures. During AY17 this examination has resulted in several programmatic changes and continued with an examination at the Master's program. Looking forward with School Library Media there have been new standards issued by the American Association of School Librarians, the National School Library Standards for Learners, School Librarians, and School Libraries. These new standards will also be prompting a close examination of our curriculum to ensure it aligns. Our SLM program is also interested in becoming recognized by the American Association of School Librarians; a process that will require a programmatic review as well.

In **conclusion**, the University of West Georgia's preparation program for School Library Media Specialists and Instructional Technologists focuses on the development of applicable knowledge and skills that these specialists must possess to be successful. Our students are well prepared for work in the schools upon completion of the program and have received recognitions for their excellent work throughout the state and beyond. With our current growth trajectory and our focus on continued excellence in student service and teaching we will continue to be a vital program at the University of West Georgia.

Comprehensive Program Review, Reference to Board Policy Manual 3.6.3, Disseminated July 1, 2016,

Expanded Definitions Dec. 1, 2016; Next Revision Scheduled End of the 2016-2017 Academic Year Cycle (MVMM)

Provost/VPAA Signature and Date: _____

---------- **OR** ----------

Provost/VPAA's Designee Signature and Date:

_____

COMPREHENSIVE PROGRAM REVIEW

Institution: University of West Georgia

Academic Program Name: <mark>Media (M.Ed.)</mark>

CIP Code: 13050101   **College or School and Department:**

College of Education – Department of Educational Technology and Foundations

Date of Last Internal Review: 2011

Outcome of Previous Program Review (brief narrative statement): In the College of Education assessment data and program vitality data is reviewed annually. The last comprehensive program review was conducted in 2011 and the program was found to be a strong and viable program.

~~Current Date: 12/15/2017~~

Program Reviewed at the Institution for this report:

Indicators of Measures of Quality:			
Student Input – Undergraduate Programs	AY 2014	AY 2015	AY 2016
Standardized Test Scores (if applicable), for undergraduate programs -- ACT or SAT – Choose the standardized examination used and indicate in the space provided below: Number of Students Reported (Total N):	N/A Graduate program only	N/A	N/A
Freshman Index (as applicable)	N/A	N/A	N/A
Other - Institutions may substitute other measures of quality (e.g. entry scores or GPA into a degree program such as nursing, business, education) as appropriate. Please briefly discuss what the measure(s) are and how they are defined.	N/A	N/A	N/A
Institutional Indicators of Quality- Student Input (campus determined). Please define what Indicators are used and how they are interpreted.	N/A	N/A	N/A
Student Output – Undergraduate Programs	AY 2014	AY 2015	AY 2016
Average Exit scores or Pass Rate on national/state exams for licensure (as appropriate) Also indicate the number of students reporting scores for the test(s) (Total N):	N/A	N/A	N/A
Average Graduating Major GPA or Cumulative GPA for the Academic Year. Please indicate which GPA is used: Also indicate the number of students reporting scores for the test(s) (Total N):	N/A	N/A	N/A
Employment rates of graduates (if available)	N/A	N/A	N/A
Admission into graduate programs (if available)	N/A	N/A	N/A
Institutional Indicators of Quality – Student Output	N/A	N/A	N/A

Comprehensive Program Review, Reference to Board Policy Manual 3.6.3, Disseminated July 1, 2016,
Expanded Definitions Dec. 1, 2016; Next Revision Scheduled End of the 2016-2017 Academic Year Cycle

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Student Input- Graduate Programs	AY 2014	AY 2015	AY 2016
Average Graduate and/or Undergraduate GPA admitted and enrolled. Also, indicate the number of students reported (Total N).	3.2 (N=73)	3.39 (N=92)	3.23 (N=88)
Standardized Test Scores (if applicable), for graduate programs --- GRE, GMAT, LSAT, MCAT - Choose the standardized examination and indicate in the space provided below. Also, indicate the number of students reporting scores for the test(s) (Total N):	N/A	N/A	N/A
Institutional Indicators of Quality- Student Input (campus determined). Please define what Indicators are used and how they are interpreted.	N/A	N/A	N/A
Student Output – Graduate Programs	AY 2014	AY 2015	AY 2016
Average Exit Scores on National and State Licensure and/or Certification Exams OR Average Pass Rate (as appropriate) Specific Exam: Also, indicate the number of students reporting scores for the test(s) (Total N):	101=100% (N=43) 102=95% (N=43) 302=96% (N=26)	101=98% (N=56) 102=100% (N=56) 302=99% (N=94)	101=99% (N=70) 102=97% (N=70) 302=99% (N=114)
Graduating Major or stand-alone degree GPA scores *Indicate whether Major GPA or Cumulative Graduation GPA is used:* Indicate the number of students reported (Total N).	3.78 Cumulative (N=48)	3.78 Cumulative (N=56)	3.80 Cumulative (N=51)
External Quality Assurance (e.g., professional accreditation, surveys, market rankings)	NCATE SACS U.S. News & World Report Best Online Program Grad Education	NCATE SACS	NCATE SACS Best Online Master's in Educational Technology Onlinecolleges.net
Institutional Indicators of Quality- Student Output (campus determined). Please define what Indicators are used and how they are interpreted.	(See narrative below)	(See below)	(See below)

Narrative Section: Describe additional details as deemed appropriate (*the box is expandable***).**
The Media MED program has two instructional concentrations: Instructional Technology and School Library Media. Each concentration has different measures for accounting for standard learner outcomes. The four standards of learning outcomes (SLO) are consistent for both programs:

    Outcome 1: Candidates demonstrate content, pedagogical, and professional knowledge and skills
    Outcome 2: Candidates develop, implement, and evaluate learning opportunities for all students Outcome 3:
    Teachers are responsible for managing and monitoring student learning.
    Outcome 3: Candidates demonstrate professional dispositions and ethics
    Outcome 4: Candidates demonstrate ability to serve needs of diverse populations including special needs

In both concentrations students complete a portfolio throughout their program and submit key assessments that align with the SLOs. Samples of key assessments and relevant scoring is provided in Appendix 1.

Faculty	AY 2014	AY 2015	AY 2016
Number of Terminally Degreed Faculty in the Department (regardless of whether the faculty teach in the program)	17	19	15*
Number of Non-terminally Degreed Faculty In the Department (regardless of whether the faculty teach in the program)	1	3	3
Undergraduate or Graduate programs: Total amount of sponsored research funding awarded for the academic year	$106,000	$219,015	$695,137*
Undergraduate or Graduate programs: Other External funds for program support. Provide the total amount for the academic year.	$2000	$2000	$2000
Undergraduate or Graduate programs: Number of peer-reviewed publications for the academic year.	32	62	41
Undergraduate or Graduate programs: Number of faculty research fellowships awarded in the academic year.	0	0	1
Institutional Indicators of Faculty Quality- Output (campus determined) Please define what Indicators are used and how they are interpreted.	86	96	86
External Quality Assurance (e.g. professional accreditation surveys; market rankings) Please define what Indicators are used and how they are interpreted. Alumni records of achievement noted below.	(See narrative below)	(See narrative below)	(See narrative below)

Narrative Section: Describe additional details as deemed appropriate (*the box is expandable***).**

* The department changed make-up for the AY 16 year. Research faculty moved to a different department which resulted in six fewer faculty members.

Additional evidence of **faculty** quality include:

OP Cooper is the moderator for the Georgia Library Media Listserv for the state of Georgia. This is the main communication "voice" for all media specialists in the state.

Phyllis Snipes was selected to serve on Georgia's ESSA Work Group for Media and received the Juanita Skelton Award from Ga Assoc. for Instructional Technology in 2014.

The Georgia Association for Instructional Technology (GAIT) Board and members awarded Danilo Baylen as the GAIT/AECT Leadership Development recipient.

Adriana D'Alba was UWG's nominee for the 2017 Regents' Teaching Excellence Award for Online Teaching.

Melissa Johnston was extended an invitation to participate as a Faculty Fellow in Phase II of the ALA-Google Libraries Ready to Code (RtC) initiative.

Kim Huett won the Regents' Teaching Excellence Award for Online Teaching.

Additional evidence of external quality assurances is our alumni's record of achievement in their fields.

Alumni highlights include:

Jan Wilson named the Georgia School Library Media Specialist of the Year by the Georgia Library Media

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Curricular Alignment and Currency to the Discipline as well as Workforce/Occupational Need and Demand

Narrative Section: Describe additional details as deemed appropriate (*the box is expandable***).**

The Media MED program has two instructional concentrations: Instructional Technology and School Library Media. Instructional Technology is aligned to both the International Society for Technology in Education (ISTE) and the Georgia Professional Standards Commission (PSC) Instructional Technology Standards. The School Library Media program is aligned to the American Association of School Librarians (AASL) National School Library Standards for Learners, School Librarians, and School Libraries.

Indicators of Measures of Viability:			
Internal Demand for the Program	AY 2014	AY 2015	AY 2016
Number of students who completed an application to the program (if an applicable process is in place)- Institution determines the milestone for reporting purposes (e.g. point in time formal applications are reviewed and acceptances are granted)	142	146	158
Number of students who are admitted to the program --- Institution determines the milestone for reporting purposes (e.g., formal admittance to a degree program)	112	120	129
Number of students in the degree program --- Institution determines the milestone for reporting purposes	188	204	212
Standard Faculty Workload for the degree program (example: 3/3, 4/3, etc.)	4/4	4/4	4/4
Number of Faculty (tenured/track and non-tenured) supporting the degree program within the department	10	12	11*
Number of Faculty (tenured/track and non-tenured) supporting the degree program outside the department	1	1	3*
Number of Full-Time faculty teaching in the program	0	1	1
Number of Part-Time faculty teaching in the program	1	1	0

Narrative Section: Describe additional details as deemed appropriate (*the box is expandable***).
Could not use IEA report because Media M.E.d. + E.d.S. are combined.**
* Research faculty moved to a different department for AY2016.
The MED Media program is a strong major with a history of success and a steady growth trajectory. See table below.

SEMESTER	SP14	SU14	FA14		SP15	SU15	FA15		SP16	SU16	FA16	
MED/IT	68	55	90	213	89	71	98	258	105	79	65	249
MED/SLM	58	50	58	166	51	43	53	147	48	51	96	195

Indicators of Measures of Productivity:			
Time to Degree	AY 2014	AY 2015	AY 2016
Undergraduate student time to degree (average, in years) for non-transfer students graduating in the academic year (AY)	N/A	N/A	N/A
Undergraduate student time to degree (average, in years) for transfer students graduating in the academic year (AY)	N/A	N/A	N/A
Institution specific factors impacting time to degree. Describe additional details as deemed appropriate.			
Graduate student time to degree (average, in years) graduating in the academic year.	2 years	2 years	2 years
Institution specific factors impacting time to degree Describe additional details as deemed appropriate.	Most graduate students in the program are full time education professionals taking two courses each semester, including the summer. For most this means they complete the program in 6 semesters.		
Graduation - Only provide data for the level of program being reviewed.	AY 2014	AY 2015	AY 2016
Number of degrees awarded in the program for the academic year.	48	56	51

Provost/VPAA Categorical Summation:

Check any of the following to categorically describe action(s) the institution will take concerning this program.

☐   **Program MEETS Institution's Criteria**

      _____**Program is critical to the institutional mission and will be retained.**

      _____**Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.**

☐   **Program DOES NOT MEET Institution's Criteria**

      _____**Program will be placed on a monitoring status.**

      _____**Program will undergo substantive curricular revisions.**

      _____**Program will be deactivated.**

      _____**Program will be voluntarily terminated.**

      _____**Other (identify/add text): _____**

Contextual Closing Narrative: In the space provided below *(and can be expanded)***, provide a summative narrative concerning the academic program. The final statement, among other points, includes information concerning the academic program's achievements, benchmarks of progress, and areas of distinction, challenges, and aspirations, in addition to plans for action. Please share how comprehensive program review results were used for continuous improvement. The closing statement also is an opportunity to highlight shifting trends and market forces that might impact program demand (1,500 word limit).**

The Master's program in Media is a viable program offering students two distinct tracks, Instructional Technology and School Library Media. Many of our Master's and non-degree students continue their studies in our EDS program. It is also important to note that much of the work of the Media program is done for both the Master's and the EDS students. Growth across both tracks and levels speaks to the vitality of the program. The rationale for our ongoing growth is not easily evidenced through the reporting measures offered here. Program vitality is often linked directly with student experience, providing our students a great experience leads to their continuation in our programs and to sharing their success with their colleagues in and outside of Georgia.

The **areas of distinction** from both programs at the Master's and EDS level is the hands on approach to student advisement and ongoing teaching excellence. The department has been committed to strong student advising, beginning as soon as they enter the program. Having a consistent point of contact is especially valuable for online learners. Students are also at the center of all program decisions, including curriculum decisions. Our faculty develop strong personal relationships with students in the program. Teaching excellence is also a commitment our faculty strive for. This is evidenced with our faculty members continued success in winning teaching awards within the College of Education, at the university level and even at the Board of Regents. Our faculty strive to make all course activities relevant and purposeful. Students complete project-based coursework that is directly related to their field. They work directly in the field to collaborate with currently practicing professionals. Many of our online courses have also gone through a rigorous quality control measure with courses being evaluated by outside teams specializing in outstanding online course design. Faculty use current and state of the art technology when delivering their courses online. Students see these technologies modeled for them as they continue through the program.

Challenges to program's success have been the lack of consistent departmental leadership, departmental changes, and ongoing need for more faculty members. There have been several department chairs in the last several years which has made change processes more difficult to negotiate and visionary processes to be stalled. This should not be an ongoing issue because the current leader is in her second year of service and plans to continue in the future. Departmental leadership is also working to mentor and cultivate future department leaders. There was also a shift in department make-up that disrupted some processes, though this was a minor adjustment overall because the Media program was not greatly impacted. The continuing growth in the program has led to ongoing needs for

additional faculty members. With rising class sizes and ongoing demands current faculty members found it difficult to balance teaching, research and service expectations. We were awarded a new position during AY 17 and a critical hire was made for a tenure track professor for AY18. A late resignation has created an additional need with a tenure track search being conducted during AY18. Our rising numbers have also put pressure on the research department to offer the courses required to support our growing EDS program. Our numbers have supported the inclusion of two additional faculty members in the AY19 proposed budget. These positions have been put as a high priority on the budget planning sheet. With the addition of these additional faculty we will be better able to support our faculty with a more balanced workload.

Our program **aspires** to serve the West Georgia region by providing an online teaching endorsement, creating a mobile learning lab that will give students and teachers in the rural counties the opportunity to participate in maker spaces and technology rich environments and explore the needs for an industry related track. With more schools providing blended or fully online courses it will be important for educators to know and understand best practices related to online teaching. The online teaching endorsement will offer a four course sequence aligned to the International Association for K-12 Online learning standards. We are in the process of developing this endorsement as a potential path within our Master's and EDS programs. For both School Library Media Specialist's and Instructional Technologists the addition of maker spaces and greater technology integration in schools is a current trend. There are several schools in Atlanta showcasing amazing spaces within their school libraries and throughout their classrooms where students are using state of the art technology and creative thinking to approach real-world issues. However this is juxtaposed to our close neighbors in rural counties who have little to no access to new technologies nor have their library programs established maker spaces in their schools. To support our rural school partners we are in the process of designing and implementing a mobile maker space that will allow students the opportunity to participate in these activities while demonstrating to teachers and librarians the potential of such spaces. Our mobile innovations lab will also showcase current technologies such as 3-D printers and Google expeditions. Through grant money we would not only bring our equipment to the schools we would also leave materials at the school for ongoing engagement. We have also found that more and more students are enrolling in our programs who do not have a K-12 background. Many instructional technologists are employed in the private sector and take our programs to enhance their technology skills while serving the industries they represent. Currently faculty differentiate their instruction to meet the different demand that these students present. During AY17 we are conducting a feasibility study to see if the market warrants the inclusion of an industry related concentration.

Our comprehensive program review has resulted in an entire curricular realignment beginning with the EDS in Instructional Technology. During AY 16 this project began with an intense examination of the alignment of standards, course objectives, course activities and assessment measures. During AY17 this examination has resulted in several programmatic changes and continued with an examination at the Master's program. Looking forward with School Library Media there have been new standards issued by the American Association of School Librarians, the National School Library Standards for Learners,

School Librarians, and School Libraries. These new standards will also be prompting a close examination of our curriculum to ensure it aligns. Our SLM program is also interested in becoming recognized by the American Association of School Librarians; a process that will require a programmatic review as well.

In **conclusion**, the University of West Georgia's preparation program for School Library Media Specialists and Instructional Technologists focuses on the development of applicable knowledge and skills that these specialists must possess to be successful. Our students are well prepared for work in the schools upon completion of the program and have received recognitions for their excellent work throughout the state and beyond. With our current growth trajectory and our focus on continued excellence in student service and teaching we will continue to be a vital program at the University of West Georgia.

Provost/VPAA Signature and Date: _____

---------- **OR** ----------

Provost/VPAA's Designee Signature and Date:

_____

Appendix 1: Assessment Data

IT Concentration

Assessment Summary for Years 2015, 2016, 2017							
College	College of Education						
Degree	Master of Education (MED)						
Program	Media (130501)						
Concentration	Instructional Technology (4002)						
Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY14	AY15	AY16	Interpretation & Use of Results	Improve Plan
---	---	---	---	---	---	---	---	---
SLO 1 Candidates demonstrate content, pedagogical, and professional knowledge and skills.	2D	1. How data will be collected: Candidates are required to submit assignments in Tk20 for MEDT 7464 Instructional Design Project, MEDT 7468 Instructional Design Planning Document, MEDT 7476 Assessment Project, and Exit Portfolio. 2. How assignment will be graded: Rated with a rubric specific for the assignment. 3. Who will be grading/reviewing: Course instructors. 4. When data are collected: Every semester throughout the program. (Candidates complete MEDT 7464 and MEDT 7468 near the beginning of the program and complete MEDT 7476 near the end of the program.) 5. How data will be reported: Data are reported in the percentage of students who scored a minimum of 3 on a 4 point rubric (1=Not Acceptable, 2=Developing, 3=Proficient, 4=Exemplary). Including the range of scores for each and every assignment listed in the Measure/Method would require a long list of ratings and/or graphs. So the results are reported in the percentage of students who reach proficiency on the given learning outcome.	Candidates score a minimum of 3 on 4-point rubric	100%	100%	100% - The 100% success rate of candidates is in line with the 100% pass rate of the Instructional Technology GACE which is required by the Georgia Professional Standards Commission for Instructional Technology Certification.	Candidates demonstrated a high level of pedagogical knowledge and skills. The educator clients served during the candidates' clinical experiences rated the candidates highly with the rubric for Quality of Service for MEDT 7464 and MEDT 7476. Ratings from the rubric for MEDT 7490 showed AY 17 candidates were rated higher than AY16 candidates on the criterion for Discussion & Modeling related to discussing and modeling, safe, legal, and ethical practices for taking, sharing, using, and citing digital resources. After examining the AY16 results, the MEDT 7490 assignment was improved during AY17 to include additional instruction for digital ethics and the AY17 results showed higher ratings on that criterion (2.33 for AY16 and 3.96 for AY17). Although candidates were rated with a mean above 3.0 on all criteria for AY17, the criterion for Development & Evaluation in the MEDT 7468 assignment showed the highest percentage of ratings for Developing (13.33%). The criterion for Development & Evaluation states the following: Instructional multimedia learning materials are produced with high quality. Prototype evaluation strategies are designed to measure solution effectiveness. The project assignment is for	The plan for improvement is to recommend that candidates solicit informal peer reviews before submitting the MEDT 7468 project assignment for class peer reviews. Improvement in student learning will be measured next year by comparing results of AY18 with AY17.
SLO 2 Candidates develop, implement, and evaluate learning opportunities for all students.	2D	1. How data will be collected: Candidates are required to submit assignments in Tk20 for MEDT 7464 Instructional Design Project, MEDT 7490 Visual and Media Literacy Project, MEDT 7476 Assessment Project, and Exit Portfolio. 2. How assignment will be graded: Rated with a rubric specific for the assignment. 3. Who will be grading/reviewing: Course instructors. 4. When data are collected: Every semester throughout the program. (Candidates complete MEDT 7464 and MEDT 7490 near the beginning of the program and complete MEDT 7476 near the end of the program.) 5. How data will be reported: Data are reported in the percentage of students who scored a minimum of 3 on a 4 point rubric (1=Not Acceptable, 2=Developing, 3=Proficient, 4=Exemplary). Including the range of scores for each and every assignment listed in the Measure/Method would require a long list of ratings and/or graphs. So the results are reported in the percentage of students who reach proficiency on the given learning outcome.	Candidates score a minimum of 3 on 4-point rubric	100%	100%	100% - The 100% success rate of candidates is in line with the 100% pass rate of the Instructional Technology GACE which is required by the Georgia Professional Standards Commission for Instructional Technology Certification.	The assessment results show candidates demonstrated proficient and exemplary performance in analyzing, designing, and developing technology-enhanced instruction. Candidates demonstrated proficient and exemplary performance in developing assessment instrumentation, analyzing results, and communicating findings. The AY16 results (for MEDT 7476) showed candidates performed better in the development of assessment instrumentation than in the analysis of results and communication of findings. After examining the AY16 results, the instruction was improved during AY17 to include more examples of data displays for analyzing and communicating findings and the AY17 results showed higher ratings on those criteria. Although the percentage of candidates who were rated as Developing was low for the criterion of Analysis of Results (2.9), this is the area that shows some candidates need support.	The plan for improvement is to include an additional activity in MEDT 7476 on creating data displays and writing the interpretation of the data displays. Improvements will be made during the 2016-2017 academic year. Improvement in student learning will be measured next year by comparing results of AY18 with AY17.
SLO 3 Candidates demonstrate professional dispositions and ethics.	2D	1. How data will be collected: Candidates are required to submit assignments in Tk20 for MEDT 7464 Instructional Design Project, MEDT 7468 Instructional Design Planning Document, MEDT 7490 Visual and Media Literacy Project, MEDT 7476 Assessment Project, and Exit Portfolio. 2. How assignment will be graded: Rated with a rubric specific for the assignment. 3. Who will be grading/reviewing: Course instructors. 4. When data are collected: Every semester throughout the program. (Candidates complete MEDT 7464, MEDT 7468, and MEDT 7490 near the beginning of the program and complete MEDT 7476 near the end of the program.) 5. How data will be reported: Data are reported in the percentage of students who scored a minimum of 3 on a 4 point rubric (1=Not Acceptable, 2=Developing, 3=Proficient, 4=Exemplary). Including the range of scores for each and every assignment listed in the Measure/Method would require a long list of ratings and/or graphs. So the results are reported in the percentage of students who reach proficiency on the given learning outcome.	Candidates score a minimum of 3 on 4-point rubric	100%	100%	100% - The 100% success rate of candidates is in line with the 100% pass rate of the Instructional Technology GACE which is required by the Georgia Professional Standards Commission for Instructional Technology Certification.	The educator clients served during the candidates' clinical experiences rated the candidates with a rubric including nine criteria. The AY16 results for MEDT 7464 and MEDT 7476 showed the criteria with the lowest ratings included Responsive & Adaptive, Verbal Communication, and Written Communication. After examining the AY16 results, the instruction in both courses was improved during AY17 to include more emphasis in the assignment guidelines for communicating with project clients on a regular basis whether electronically or in person and the AY17 results showed higher ratings on those criteria. Except for one candidate, all ratings on those criteria for AY17 were shown as Proficient or Examplary (with the majority shown as Exemplary).	The data show candidates are performing as required for demonstrating professional dispositions and ethics.
SLO 4 Candidates demonstrate ability to serve needs of diverse populations including special needs.	2D	1. How data will be collected: Candidates are required to submit assignments in Tk20 for MEDT 7464 Instructional Design Project, MEDT 7468 Instructional Design Planning Document, MEDT 7490 Visual and Media Literacy Project, MEDT 7476 Assessment Project, and Exit Portfolio. 2. How assignment will be graded: Rated with a rubric specific for the assignment. 3. Who will be grading/reviewing: Course instructors. 4. When data are collected: Every semester throughout the program. (Candidates complete MEDT 7464 and MEDT 7490 near the beginning of the program and complete MEDT 7476 near the end of the program.) 5. How data will be reported: Data are reported in the percentage of students who scored a minimum of 3 on a 4 point rubric (1=Not Acceptable, 2=Developing, 3=Proficient, 4=Exemplary). Including the range of scores for each and every assignment listed in the Measure/Method would require a long list of ratings and/or graphs. So the results are reported in the percentage of students who reach proficiency on the given learning outcome.	Candidates score a minimum of 3 on 4-point rubric	100%	100%	100% - The 100% success rate of candidates is in line with the 100% pass rate of the Instructional Technology GACE which is required by the Georgia Professional Standards Commission for Instructional Technology Certification.	Candidates had higher mean ratings for planning for diverse student needs in the areas of Demographics (Race/Ethnicity) (e.g., 3.63 for MEDT 7464) and Age/Grade Levels (e.g., 3.69 for MEDT 7464). Candidate ratings were not quite as high in the areas of English Language Learners (e.g., 3.58 for MEDT 7464) and learners with Special Needs (e.g., 3.58 for MEDT 7464). After examining the AY16 results, the improvement plan for AY17 was implemented with the development of additional learning activities in MEDT 7464 related to English Language Learners and Learners with Special Needs, however, the candidates for both AY16 and AY17 scored lower on those two criteria than on the criteria for Demographics and Age/Grade Levels so improvement was not shown for AY17.	The plan for improvement The plan for improvement is to develop more explicit directions in the Instructional Design Project regarding the requirements for documenting accommodations for English Language Learners and Learners with Special Needs. Improvement in student learning will be measured next year by comparing results of AY18 with AY17.

SLM Concentration

Degree	Master of Education (MED)							
Program	Media (130501) School Library Media concentration							
Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY14	AY15	AY16	Interpretation & Use of Results	Improve Plan
Candidates demonstrate ability to serve needs of diverse populations including special needs.	2D	Roles Presentation/Portfolio: How data will be collected: Students complete a Roles Presentation/Portfolio that includes projects created throughout the program related to each of the program outcomes and the SPA standards. How artifact will be reviewed: A 4 point rubric is used to review the artifact. Who will be reviewing artifact: Throughout the program, instructors have graded the various projects. This Roles Presentation/Portfolio is reviewed by the instructor teaching MEDT 7487. When will data be collected: Data regarding this Roles Presentation/Portfolio is collected each semester when students take MEDT 7487. How data will be reported: Data is reported in the percentage of students completing the Roles Presentation/Portfolio successfully.	Candidates score a minimum of 3 on 4-point rubric	100%	100%	100%	Students do not reach this point in the program unless they are experience success.	Reasons for students not continuing in the program will be analyzed to determine any necessary changes in the course content related to this standard. - MEDT 7487: A Reflective Essay assignment was added in which students research and describe ways that they address meeting the needs of diverse learners throughout their program. MEDT 6461: Updated Facilities assignment to include addressing ADA compliance for accessibility for media centers and resources.
Candidates demonstrate content, pedagogical, and professional knowledge and skills.	2D	Roles Presentation/Portfolio: How data will be collected: Students complete a Roles Presentation/Portfolio that includes projects created throughout the program related to each of the program outcomes and the SPA standards. How artifact will be reviewed: A 4 point rubric is used to review the artifact. Who will be reviewing artifact: Throughout the program, instructors have graded the various projects. This Roles Presentation/Portfolio is reviewed by the instructor teaching MEDT 7487. When will data be collected: Data regarding this Roles Presentation/Portfolio is collected each semester when students take MEDT 7487. How data will be reported: Data is reported in the percentage of students completing the Roles Presentation/Portfolio successfully.	Candidates score a minimum of 3 on 4-point rubric	100%	100%	100%	Students do not reach this point in the program unless they are experience success.	Reasons for students not continuing in the program will be analyzed to determine any necessary changes in the course content related to this standard. -A sequence chart was developed to correlation each GACE objective to course objectives and projects. For example - MEDT 6461: Students are now required to review the state DOE Media websites to learn the various up to date policies and procedures, as well as federal laws and regulations. Added Professional Organization Involvement assignment through which students learn about being involved in the profession.
Candidates demonstrate professional dispositions and ethics.	2D	Roles Presentation/Portfolio: How data will be collected: Students complete a Roles Presentation/Portfolio that includes projects created throughout the program related to each of the program outcomes and the SPA standards. How artifact will be reviewed: A 4 point rubric is used to review the artifact. Who will be reviewing artifact: Throughout the program, instructors have graded the various projects. This Roles Presentation/Portfolio is reviewed by the instructor teaching MEDT 7487. When will data be collected: Data regarding this Roles Presentation/Portfolio is collected each semester when students take MEDT 7487. How data will be reported: Data is reported in the percentage of students completing the Roles Presentation/Portfolio successfully.	Candidates score a minimum of 3 on 4-point rubric	100%	100%	100%	Students do not reach this point in the program unless they are experience success. There have been multiple instances of plagiarism recently which will impact our Improvement Plan related to this outcome.	Since there have been several students who were not able to continue in the program because of plagiarism issues, program orientation, handbook, course syllabi and course content will be reviewed to identify ways future incidents of plagiarism can be prevented. MEDT 6461: Copyright and Information Ethics Assignment was added. Students research a topic related to copyright and information ethics and create a flyer for students, then post on their website.
Candidates develop, implement, and evaluate learning opportunities for all students.	2D	Roles Presentation/Portfolio: How data will be collected: Students complete a Roles Presentation/Portfolio that includes projects created throughout the program related to each of the program outcomes and the SPA standards. How artifact will be reviewed: A 4 point rubric is used to review the artifact. Who will be reviewing artifact: Throughout the program, instructors have graded the various projects. This Roles Presentation/Portfolio is reviewed by the instructor teaching MEDT 7487. When will data be collected: Data regarding this Roles Presentation/Portfolio is collected each semester when students take MEDT 7487. How data will be reported: Data is reported in the percentage of students completing the Roles Presentation/Portfolio successfully.	Candidates score a minimum of 3 on 4-point rubric	100%	100%	100%	Students do not reach this point in the program unless they are experience success.	Reasons for students not continuing in the program will be analyzed to determine any necessary changes in the course content related to this standard. MEDT 7478: Impact on Learning Assignment has been updated to include demographic analysis of the PreK-12 students and their learning styles. Then develop and implement a learning plan, followed by collecting pre/post data and analyzing it for PreK-12 student achievement.

Appendix 2: Curriculum Maps

DEPARTMENT:	Educational Technology and Foundations			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4
PROGRAM:	IT (M.Ed.)	COURSES		Candidates demonstrate content, pedagogical, and professional knowledge and skills.	Candidates develop, implement, and evaluate learning opportunities for all students.	Candidates demonstrate professional dispositions and ethics.	Candidates demonstrate ability to serve needs of diverse populations including special needs.
		1	EDRS 6401	I	NA	NA	I
		2	CEPD 6101	I	NA	NA	I
		3	CURR 6575	I	NA	M	I
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4	MEDT 7461	I	I	M	I
		5	MEDT 7464 (A)	M	M	M	M
		6	MEDT 7468 (A)	I	I	M	I
		7	MEDT 7476 (A)	M	M	M	M
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at		8	MEDT 7490 (A)	R	M	M	M

	#	Course				
the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.	9	MEDT 7462	R	NA	M	I
	10	MEDT 7466	R	NA	M	R
	11	MEDT 7467	R	R	M	R
	12	MEDT 7470	R	R	M	R
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	13	MEDT 7472	M	M	M	M
	14					
	15					
	16					

CURRICULUM MAP M.Ed. Media SLM concentration

DEPARTMENT:	Educational Technology and Foundations		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
PROGRAM:	M.Ed. Media SLM concentration	COURSES	Candidates demonstrate content, pedagogical, and professional knowled	Candidates develop, implement, and evaluate learning opportunities for all students	Candidates demonstrate professional dispositions and ethics	Candidates demonstrate ability to serve needs of diverse populations includin	

	#		ge and skills			g special needs	
	1	MEDT 6461 - A	I		M		
	2	MEDT 6465	I		M		
	3	MEDT 7461	I	I	M	I	
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	4	MEDT 7474	I	R	M	R	
	5	MEDT 7477 - A	I	R	M	R	
	6	MEDT 7478 - A	R	M	M	M	
	7	MEDT 7487 - A	M	M	M	M	
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.	8	EDRS 6301	I		M		
	9	CEPD 6101	R		M		
	10	CURR 6575	I		M	I	
	11						
	12						
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of	13						
	14						

| the content or skills in multiple contexts and at multiple level of competency. | 1 5 | | | | | | |
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