

# Graduate Programs Committee (GPC)

## AGENDA

**Date:** Thursday, April 19, 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: March 15, 2018** ([click/scroll to see minutes below](#))

**Discussion:** Changes/Modifications/Corrections

**Action:**

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

**INFORMATION ITEM:**

A. **College of Science and Mathematics**

1. **[Mathematics Department](#)** (Click for CSS Submission)

**Originator:** Scott Gordon

**Program:** **Master of Science with a Major in Mathematics**  
*([Click for Program Information](#))*

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

**Action:**

**Details:**

The Mathematics Department seeks to remove the GRE requirement for incoming masters students. (See BELOW edits to the graduate catalog.)

For regular admission to the program, students are expected to have a Bachelor's degree from an accredited institution, a cumulative GPA of at least 2.7 on all college level work, ~~a combined verbal and quantitative GRE score of at least 1030, with no score less than 400,~~ completion of the calculus sequence (equivalent of UWG courses MATH 1634, MATH 2644, MATH 2654) plus at least twelve hours of mathematics courses at the advanced undergraduate level (3000 level or higher, or the equivalent). **The GRE is not required but strongly recommended.** Provisional admission: Applicants applying to a master's degree program in mathematics with less than the required GPA ~~and GRE~~ may be considered for provisional admission. They must ~~submit official GRE test scores and must also~~ have a grade point average of at least 2.2. In no event may the grade point average be less than 2.2. Applicants may also be admitted provisionally for reasons other than, or in addition to, grade point average ~~and GRE test scores~~. Meeting ~~departmental test score and~~ grade point average requirements is no guarantee of admission. Provisional admission is ultimately

subject to departmental approval and the Dean of the College of Science and Mathematics.

**Rationale:**

The department is working to increase enrollment in our master's program, and we frequently have highly-qualified applicants for whom the GRE is a barrier to admission. The department (in particular, the Graduate Committee) wishes to use its judgement as to which applicants are qualified, regardless of whether they have GRE scores.

**III. Old Business**

**Amendment to Minutes:** **February 15, 2018** ([click/scroll to see minutes below](#))

**Rationale:** CEPD Program made changes to a course title (**CEPD 7121 – Special Topics in School Counseling** is now changed to [CEPD 7121 – Issues and Trends in Professional School Counseling](#)) since initially approved by GPC in February 2018.

**Action:**

**IV. New Business**

Discussion of Comprehensive Program Reviews; Assigned committee members will initiate discussion (see below); however, all committee members are asked to briefly review the CPRs below prior to the meeting for further discussion.

- **College of Education: Educational Leadership Program** ([click for CPR](#))  
Assigned: **Matt Varga + Christi Fain** ([click here for summary](#))
- **College of Education: Secondary Education – M.A.T. Program** ([click for CPR](#))  
Assigned: **Rebecca Harrison + Marie Cecile Bertau** ([click here for summary](#))
- **College of Education: Media Specialist – Ed.S. Program** ([click for CPR](#))  
Assigned: **Kathleen Skott-Myhre + Shelley Rogers** ([click here for summary](#))
- **College of Education: Media Specialist – M.Ed. Program** ([click for CPR](#))  
Assigned: **Kathleen Skott-Myhre + Shelley Rogers** ([click here for summary](#))

[\(Click here for Comprehensive Program Review Instructions\)](#)

**IV. Adjournment**

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

	<b>Senate Members</b>	
Webb, Susan Hall (Chair)	<a href="mailto:swebb@westga.edu">swebb@westga.edu</a>	Senate—RCOB (2018)
Varga, Matt	<a href="mailto:mvarga@westga.edu">mvarga@westga.edu</a>	Senate--COE (2018)
Bertau, Marie Cecile	<a href="mailto:mbertau@westga.edu">mbertau@westga.edu</a>	Senate—COSS (2020)
Khodkar, Abodollah	<a href="mailto:akhodkar@westga.edu">akhodkar@westga.edu</a>	Senate—COSM (2020)
Vasconcellos, Colleen	<a href="mailto:cvasconc@westga.edu">cvasconc@westga.edu</a>	Senate--COAH (2020)
	<b>Faculty Members</b>	
Berding, Christy	<a href="mailto:cberding@westga.edu">cberding@westga.edu</a>	SON (2018)
Rogers, Shelley	<a href="mailto:shelley@westga.edu">shelley@westga.edu</a>	Library (2018)
Skott-Myhre, Kathleen	<a href="mailto:kskott@westga.edu">kskott@westga.edu</a>	COSS (2018)
Austin, Adrian	<a href="mailto:aaustin@westga.edu">aaustin@westga.edu</a>	RCOB (2019)
Fain, Christi	<a href="mailto:afain@westga.edu">afain@westga.edu</a>	COE (2019)
Genz, Janet	<a href="mailto:jgenz@westga.edu">jgenz@westga.edu</a>	COSM (2019)
Harrison, Rebecca	<a href="mailto:rharriso@westga.edu">rharriso@westga.edu</a>	COAH (2019)
	<b>Administrators</b>	
Overfield, Denise	<a href="mailto:doverfie@westga.edu">doverfie@westga.edu</a>	Administrator – Dean, Graduate School (Associate VP)
Jenks, David	<a href="mailto:djenks@westga.edu">djenks@westga.edu</a>	Administrator- Associate VP for Academic Affairs

# Graduate Programs Committee (GPC)

## MINUTES

**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)

**Present:** A. Austin; C. Berding; M. Bertau; C. Fain; J. Genz; R. Harrison; K. Jenks (for D. Jenks); A. Khodkar; L. Robinson (for C. Berding); M. Varga; C. Vasconcellos; S.H. Webb; T. Ziglar (for D. Overfield)

**Absent:** K. Skott-Myhre; S. Rogers

**Guests:** K. Green (College of Education); S. Richter (School of Nursing); S. Welch (School of Nursing)

**I. Approval of Minutes:** [February 18, 2018 \(click/scroll to see minutes below\)](#)

**Discussion:** Changes/Modifications/Corrections

**Action:** **Approved/Passed**

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

**ACTION ITEMS:**

**B. College of Education**

**2. [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:** **Approved/Passed**

**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.

**C. 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:** Modify (New Plan of Study – [Full Time](#) + [Part Time](#))

**Action:** **Approved/Passed**

**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.

- Remove course NURS 6107
- Add credit hours to NURS 6123, NURS 6125, NURS 6102, NURS 6109
- Update course NURS 6106
- Change overall credit hours to complete the program from 36 hours to 38 hours

**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:** Modify (New Plan of Study – [Full Time](#) + [Part Time](#))  
**Action:** **Approved/Passed**

**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.

- Remove course NURS 6114
- Add credit hours to NURS 6102, NURS 6109
- Change overall credit hours to complete the program from 36 hours to 35 hours

**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:** Modify (New Plan of Study – [Full Time](#) + [Part Time](#))  
**Action:** **Approved/Passed**

**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.

- Remove course NURS 6107
- Add credit hours to NURS 6102, NURS 6109
- Change overall credit hours to complete the program from 36 hours to 35 hours

**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) ([CSS Link](#))**Action:** **Approved/Passed****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) ([CSS Link](#))**Action:** **Approved/Passed****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.

#### 6. Master of Science in Nursing (MSN) Program

**Originator:** Sally Richter  
**Course:** NURS 6123: Health Systems Leadership – Clinical Nurse Leader Practicum II ([Click for Course Information](#))  
**Request:** Modify (Credit Hour Change) ([CSS Link](#))  
**Action:** **Approved/Passed**  
**Details:**

A change in the semester credit hours for NURS 6123: Health Systems Leadership CNL Practicum II from 0-20-4 to 0-20-5 is requested.

**Rationale:**

This change in semester credit hours for an existing course is requested due to the current 4:1 practicum ratio in other MSN courses while the NURS 6123 course has a 5:1 practicum ratio. An increase in semester credit hours from 0-20-4 to 0-20-5 for the course will enable students in the CNL track to receive the current practicum credit ratios as others in the MSN program for practicum work.

#### 7. Master of Science in Nursing (MSN) Program

**Originator:** Sally Richter  
**Course:** NURS 6125: Health Systems Leadership – Clinical Nurse Leader Seminar ([Click for Course Information](#))  
**Request:** Modify (Credit Hour Change) ([CSS Link](#))  
**Action:** **Approved/Passed**  
**Details:**

A change in the semester credit hours for NURS 6125: Health Systems Leadership CNL Seminar from 1-0-1 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 1-0-1 to 3-0-3 for the course will enable faculty to meet all current course outcomes and Professional



Standards/Specialty Standards for accreditation purposes/CNL certification of students.

**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](#)  
Assigned: **Matt Varga + Christi Fain**
- [College of Education: Secondary Education – M.A.T. Program](#)  
Assigned: **Rebecca Harrison + Marie Cecile Bertau**
- [College of Education: Media Specialist – Ed.S. Program](#)
- [College of Education: Media Specialist – M.Ed. Program](#)  
Assigned: **Kathleen Skott-Myhre + Shelley Rogers**

[\(Click here for Comprehensive Program Review Instructions\)](#)

**IV. Adjournment**

Meeting adjourned at 11:06 a.m.

# 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](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](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:** Educational Leadership

**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:			
<i>Student Input – Undergraduate Programs</i>	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

<b>Student Input- Graduate Programs</b>	AY 2014	AY 2015	AY 2016
<p>Average Graduate and/or Undergraduate GPA admitted and enrolled.</p> <p>Also, indicate the number of students reported (Total N).</p>	<p>3.71 (N=31)</p>	<p>3.78 (N=58)</p>	<p>3.76 (N=69)</p>
<p>Standardized Test Scores (if applicable), for graduate programs --- GRE, GMAT, LSAT, MCAT - Choose the standardized examination and indicate in the space provided below.</p> <p>Also, indicate the number of students reporting scores for the test(s) (Total N):</p>	NA	NA	NA
<p>Institutional Indicators of Quality- Student Input (campus determined). Please define what Indicators are used and how they are interpreted.</p>	<p>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.</p>	<p>Same response as AY 2014 column.</p>	<p>Same response as AY 2015 column.</p>
<b>Student Output – Graduate Programs</b>	AY 2014	AY 2015	AY 2016
<p>Average Exit Scores on National and State Licensure and/or Certification Exams OR Average Pass Rate</p>	<p>100% (N=12)</p>	<p>92% (N=24)</p>	<p>93% (N=43)</p>

(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 <i>Indicate whether Major GPA or Cumulative Graduation GPA is used:</i> 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.

<b>Faculty</b>	<b>AY 2014</b>	<b>AY 2015</b>	<b>AY 2016</b>
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).

<b>Indicators of Measures of Viability:</b>			
<b><i>Internal Demand for the Program</i></b>	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.

<b>Indicators of Measures of Productivity:</b>			
<b><i>Time to Degree</i></b>	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.
<b><i>Graduation - Only provide data for the level of program being reviewed.</i></b>	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:**

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----- OR -----

**Provost/VPAA’s Designee Signature and Date:**

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## COMPREHENSIVE PROGRAM REVIEW

**Institution:** University of West Georgia

**Academic Program Name:** **Secondary Education Master of Arts in Teaching (SEED MAT)**

**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:			
<b><i>Student Input – Undergraduate Programs</i></b>	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
<b><i>Student Output – Undergraduate Programs</i></b>	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

<b><i>Student Input- Graduate Programs</i></b>	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
<b><i>Student Output – Graduate Programs</i></b>	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 <i>Indicate whether Major GPA or Cumulative Graduation GPA is used:</i> 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)
<b>Narrative Section:</b> 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.			

<b>Faculty</b>	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.

<b>Indicators of Measures of Viability:</b>			
<b><i>Internal Demand for the Program</i></b>	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
<p><b>Narrative Section: Describe additional details as deemed appropriate (<i>the box is expandable</i>).</b></p> <p>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.</p> <p>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.</p>			

<b>Indicators of Measures of Productivity:</b>			
<b><i>Time to Degree</i></b>	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).
<b><i>Graduation - Only provide data for the level of program being reviewed.</i></b>	AY 2014	AY 2015	AY 2016
Number of degrees awarded in the program for the academic year.	48	71	45
<p><b>Narrative Section: Describe additional details as deemed appropriate (<i>the box is expandable</i>).</b></p> <p>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.</p>			

**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:** **Media (Ed.S.)**

**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:			
<b><i>Student Input – Undergraduate Programs</i></b>	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): Freshman Index (as applicable)	N/A  Graduate program only  N/A	N/A    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
<b><i>Student Output – Undergraduate Programs</i></b>	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):  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    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	N/A	N/A	N/A



<b><i>Student Input- Graduate Programs</i></b>	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
<b><i>Student Output – Graduate Programs</i></b>	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 <i>Indicate whether Major GPA or Cumulative Graduation GPA is used:</i> 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 Onlinecollege s.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)
<b>Narrative Section: Describe additional details as deemed appropriate (the box is expandable).</b> 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:			

<p>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.</p>			
<b>Faculty</b>	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

<b>Indicators of Measures of Viability:</b>			
<b>Internal Demand for the Program</b>	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

<b>Indicators of Measures of Productivity:</b>			
<b>Time to Degree</b>	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.		
<b><i>Graduation - Only provide data for the level of program being reviewed.</i></b>	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.

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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:**

\_\_\_\_\_



# COMPREHENSIVE PROGRAM REVIEW

**Institution:** University of West Georgia

**Academic Program Name:** **Media (M.Ed.)**

**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:**

<b>Indicators of Measures of Quality:</b>			
<b><i>Student Input – Undergraduate Programs</i></b>	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
<b><i>Student Output – Undergraduate Programs</i></b>	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

<b><i>Student Input- Graduate Programs</i></b>	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
<b><i>Student Output – Graduate Programs</i></b>	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 <i>Indicate whether Major GPA or Cumulative Graduation GPA is used:</i> 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.

<b>Faculty</b>	<b>AY 2014</b>	<b>AY 2015</b>	<b>AY 2016</b>
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

***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.

<b>Indicators of Measures of Viability:</b>																																													
<b>Internal Demand for the Program</b>				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																																							
<p><b>Narrative Section: Describe additional details as deemed appropriate (the box is expandable).</b>  <b>Could not use IEA report because Media M.E.d. + E.d.S. are combined.</b>  * 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.</p> <table border="1"> <thead> <tr> <th>SEMESTER</th> <th>SP14</th> <th>SU14</th> <th>FA14</th> <th></th> <th>SP15</th> <th>SU15</th> <th>FA15</th> <th></th> <th>SP16</th> <th>SU16</th> <th>FA16</th> <th></th> </tr> </thead> <tbody> <tr> <td>MED/IT</td> <td>68</td> <td>55</td> <td>90</td> <td>213</td> <td>89</td> <td>71</td> <td>98</td> <td>258</td> <td>105</td> <td>79</td> <td>65</td> <td>249</td> </tr> <tr> <td>MED/SLM</td> <td>58</td> <td>50</td> <td>58</td> <td>166</td> <td>51</td> <td>43</td> <td>53</td> <td>147</td> <td>48</td> <td>51</td> <td>96</td> <td>195</td> </tr> </tbody> </table>							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
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<b>Indicators of Measures of Productivity:</b>			
<b><i>Time to Degree</i></b>	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.		
<b><i>Graduation - Only provide data for the level of program being reviewed.</i></b>	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):** \_\_\_\_\_



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**Provost/VPAA Signature and Date:** \_\_\_\_\_

----- OR -----

**Provost/VPAA's Designee Signature and Date:**

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# 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.	Candidate's 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. <b>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).</b> 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. <b>The greatest improvement is for</b>	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.	Candidate's 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. <b>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.</b> Although the percentage of candidates who were rated as Developing was low for the criterion of Analysis of Results (2.0), 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.	Candidate's 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. <b>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.</b> Except for one candidate, all ratings on those criteria for AY17 were shown as Proficient or Exemplary (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, 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.	Candidate's 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., 3.83 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). <b>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.</b>	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.	Candidate's 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.	Candidate's 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.	Candidate's 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.	Candidate's 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.)	Candidates demonstrate	Candidates develop, implement	Candidates demonstrate	Candidates demonstrate

		COURSES	ate content, pedagogical, and professional knowledge and skills.	, and evaluate learning opportunities for all students.	ate professional dispositions and ethics.	ate 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
<b>INTRODUCED:</b> 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
<u><b>REINFORCED:</b> 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.</u>		8	MEDT 7490 (A)	R	M	M	M
		9	MEDT 7462	R	NA	M	I
		0	MEDT 7466	R	NA	M	R
		1	MEDT 7467	R	R	M	R
		1	MEDT 7470	R	R	M	R
<u><b>MASTERED:</b> Students are expected to possess and advanced level of knowledge, skill, or</u>		1	MEDT 7472	M	M	M	M



<u>competency at the collegiate level.</u> <u>Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.</u>	1					
	4					
	5					
	1					
	6					

## 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 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	MEDT 6461 - A	I		M	
		2	MEDT 6465	I		M	
		3	MEDT 7461	I	I	M	I
		4	MEDT 7474	I	R	M	R
		5	MEDT 7477 - A	I	R	M	R
<b>INTRODUCED:</b> 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.	6	MEDT 7478 - A	R	M	M	M	
	7	MEDT 7487 - A	M	M	M	M	
<b>REINFORCED:</b> 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						
<b>MASTERED:</b> Students are expected to possess an 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 levels of competency.	13						
	14						
	15						
	16						



# Graduate Programs Committee (GPC)

## MINUTES

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

**Location:** Virtual Committee Meeting Using Qualtrics

**Link to Meeting:** [https://westga.co1.qualtrics.com/jfe/form/SV\\_08mgk1yjxZeju3b](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 particular, 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**

# Graduate Programs Committee (GPC)

## MINUTES

## MINUTES



**Date:** Thursday, February 15, 2018  
**Location:** Virtual Committee Meeting Using Qualtrics  
**Link to Meeting:** [https://westga.co1.qualtrics.com/jfe/form/SV\\_08mgk1yixZeju3b](https://westga.co1.qualtrics.com/jfe/form/SV_08mgk1yixZeju3b)

**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:**

D. **College of Education**

3. [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.

4. [Communication Sciences + Professional Counseling Department](#)

**Originator:** Julia Whisenhunt

**Program:** [CEPD 7121 – Issues and Trends in Professional 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:****B. Division for Academic Affairs****3. 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.

#### 4. 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 particular, 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.

#### E. 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.

F. College of Education

3. 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.

**4. [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

- B. 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](#)).

### VI. New Business

- B. Any questions, discussion, or information from the “floor.”

### IV. Adjournment

CEPD 7121: Issues and Trends in Professional School Counseling



<b>Class Meeting Time/Location</b>	Location:	<b>Online Hours</b>	
<b>Instructor</b>		<b>Telephone</b>	678-839-678-839-6567
<b>Office Location</b>		<b>UWG email</b>	@westga.edu
<b>Office Hours</b>			

Support for Courses

<b>CourseDen D2L Home Page</b> <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>	<b>Student Services</b> <a href="http://uwgonline.westga.edu/online-student-guide.php">http://uwgonline.westga.edu/online-student-guide.php</a>
<b>D2L UWG Online Help</b> (M-F:8 AM – 5 PM) <a href="http://uwgonline.westga.edu/students.php">http://uwgonline.westga.edu/students.php</a> Call: 678-839-6248 or 1-855-933-8946 or email: <a href="mailto:online@westga.edu">online@westga.edu</a>	<b>Center for Academic Success</b> <a href="http://www.westga.edu/cas/">http://www.westga.edu/cas/</a> 678-839-6280
<b>24/7/365 D2L Help Center</b> Call 1-855-772-0423 or search: <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a>	<b>Distance Learning Library Services</b> <a href="http://libguides.westga.edu/content.php?id=1_94430">http://libguides.westga.edu/content.php?id=1_94430</a>
<b>University Bookstore</b> <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>	<b>Ingram Library Services</b> <a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a>

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

## COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings. With three dynamic areas of focus – Educator Preparation, Clinical Practice, and Human Performance – and programs that range from undergraduate through doctoral study, we are committed to excellence in teaching, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (i.e., GaPSC) are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards.

## Course Description

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.

Credit Hours:                 3  
 Prerequisites:                N/A  
 Co-requisites:                N/A

## Approaches to Instruction

This course will be delivered approximately \_\_% online. This requires the online equivalent of \_\_ minutes of instruction (seat-time) and an additional \_\_ minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

## Course Objectives

Students will demonstrate a knowledge and understanding of the following:	CACREP (2016)	SC (2016)	PSC (2017)
1. the use of technology in school counseling, research, program delivery, and evaluation.	II.F.1.j. II.F.5.e.		4.vii.
2. signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.		G.2.i.	5.x.
3. core curriculum design, lesson plan development, classroom management strategies, and differentiated	II.F.3.h.	G.3.c .	2.iv. 2.vii.

instructional strategies.			
4. design, implement, manage, and evaluate school to school and school to work transition programs, postsecondary planning, and college admissions counseling.		<b>G.3.g</b>	<b>2.ii.</b>
5. how to develop and implement strategies and activities to facilitate student awareness and informed decision making for a full range of postsecondary options and opportunities.		<b>G.1.c.</b> <b>G.2.c.</b> <b>G.3.j.</b>	<b>1.iv.</b> <b>2.vi.</b>
6. best practices designed to close the achievement gap, promote student academic success, provide effective transitions and informed career choices, and increase promotion and graduation rates with equity across diverse student populations.		<b>G.3.d.</b> <b>G.3.i.</b> <b>G.3.k.</b>	<b>2.iii.</b>
7. how to design (i.e., data-informed decisions, needs assessments, program goals, program mission, interventions) and evaluate comprehensive school counseling programs, including peer-to-peer programming and parent programming,	<b>II.F.8.c.</b>	<b>G.1.b.</b> <b>G.3.a.</b> <b>G.3.b.</b> <b>G.3.m.</b> <b>G.3.o.</b>	<b>1.vii.</b> <b>2.v.</b> <b>2.xi.</b> <b>3.i.</b> <b>4.iii.</b> <b>4.ix.</b> <b>4.xi.</b> <b>6.iii.</b> <b>7.v.</b>
8. school counselor roles and strategies for consultation with families, P-12 and postsecondary school personnel, and community agencies to promote student academic, career, and social-emotional development.		<b>G.1.d.</b> <b>G.2.b.</b> <b>G.2.d.</b> <b>G.3.l.</b>	<b>5.xii.</b> <b>7.i.</b> <b>7.ii.</b> <b>7.iii.</b> <b>7.iv.</b> <b>7.vi.</b> <b>7.ix.</b>

### Texts, Readings, Instructional Resources, and References

#### Required Texts

Author (2012). *The ASCA National Model: A framework for school counseling programs (3<sup>rd</sup> ed.)*.

American School Counselor Association.

Foxx, S.P., Baker, S.B., & Gerler, E.R. (2017). *School counseling in the 21st century (6<sup>th</sup> ed.)*. New York, NY: Routledge.

#### Required Instructional Resource: Tk20 Subscription

These are available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coe/index\\_550.php](http://www.westga.edu/coe/index_550.php).

For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

## Course References:

Author (2012). *The ASCA National Model: A framework for school counseling programs (3<sup>rd</sup> ed.)*.

American School Counselor Association.

Dimmitt, C.L., Carey, J.C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.

Foxx, S.P., Baker, S.B., & Gerler, E.R. (2017). *School counseling in the 21st century (6<sup>th</sup> ed.)*. New York, NY: Routledge.

Hatch, T. (2013). *The use of data in school counseling: Hatching results for students, programs, and the profession*. Thousand Oaks, CA: Corwin Press.

Holcomb-McCoy, C.C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press.

Zyromski, B. & Mariani, M.A. (2016). *Facilitating evidence-based, data-driven school counseling: A manual for practice*. Thousand Oaks, CA: SAGE Publications.

## Assignments, Evaluation Procedures, and Grading

### 1. Review of Required Course Materials (Individual; 15@1 point each= 15 points): Course objectives 1-6

Working individually, you will review the course materials contained within modules 1 through 15 that are marked "required." For each module, you will take a brief "quiz" to indicate the degree to which you reviewed the materials and, as such, a fair grade for your work. This assignment is graded on the honor system. We are all professional counselors, so let's practice good ethics. **Course objectives 1-6**

### 2. Google Certified Educator Level 1 Training (Individual; 15 points):

Working individually, you will complete the [Google Certified Educator Level 1 Training](#) program. Please note that there is an additional expense for the certification exam. Upload a copy of your certificate to D2L as verification of your successful completion of this assignment. **Course objective 1**

### 3. Addiction in School Counseling Presentation (Small Group; 10 points):

Working in small groups of 2-3, you will develop an informative presentation on the topic of addiction in school counseling that could be provided to other school counselors, faculty, and staff. This presentation should cover the following information: (a) major drugs of abuse among children and adolescents; (b) signs of substance misuse and abuse in children and adolescents; (c) signs of substance misuse and abuse in parents and caregivers; (d) signs of living in a home where substance misuse or abuse is present; (e) school and community resources for managing addiction; and (f) the school counselor's role



in substance abuse intervention. This presentation should be prepared in a digital format and should include the use of various multimedia tools. **Course objectives 1, 2**

#### 4. Lesson Plans (Small Group; 15 points):

Working in small groups of 2-3, you will develop three lesson plans. Each lesson plan should address a different topic category, to include the following three categories: academic achievement, social-emotional wellness, and career-college readiness. Lesson plans should demonstrate attempts to differentiate learning based on diversity factors, age/grade level, intelligence, reading level, and verbal comprehension. Each group will deliver one lesson plan during class time, during which your group members should demonstrate the ability to manage classroom dynamics and effectively deliver educational content. **Course objectives 3, 5**

5. **Career and College-Readiness Program (Small Group; 20 points; TK20 assignment):** Working in small groups of 2-3, you will create a comprehensive proposal for a career and college-readiness school counseling program. This proposal should include the following elements: (a) program mission and measurable goals; (b) data and data sources to support a need for this program; (c) strategy to conduct a needs assessment, including any respective questionnaires; (d) recruitment plan and, if applicable, informed consent procedures; (e) program activities and interventions (provide detailed samples); (f) informative handout(s) for parent review; and (g) program evaluation procedures, including surveys or other measurements. This proposal should reflect awareness of diversity factors that affect career and college readiness. This proposal should be compiled into a formal, indexed format that could be presented to a principal. **Course objectives 4-7**

**FAILURE TO SUBMIT ASSIGNMENTS DESIGNATED AS KEY ASSESSMENTS THROUGH TK20 WITHIN THE TIME FRAME DESIGNATED ON THE SYLLABUS WILL RESULT IN A GRADE OF 0 FOR THE ASSIGNMENT.**

#### 6. Best Practices for Consultation and Collaboration (Individual; 10 points):

Working individually, you will compile a detailed index of best practices for consultation and collaboration in school counseling. This index should include detailed summaries of established practices and models of school counselor consultation and collaboration with the following parties: fellow school counselors, faculty and staff, parents, and community agencies. **Course objective 8**

#### 7. Closing the Gap Project (Small Group; 15 points; TK20 assignment)

Working in small groups of 2-3, you will complete a Closing-the-Gap Project based on the American School Counselor Association National (ASCA) Model. This project will include the following: (1) identifying an achievement gap (i.e., academic, behavior, or attendance related), based on school data; (2) designing appropriate interventions to address the identified achievement gap; (3) collecting data on the effectiveness of the intervention; and (4) writing a results report that accurately reflects the achievement gap addressed, the intervention provided, and the results of the project. Groups should aim to identify a school/district in which they will possibly complete their practicum and/or internship field experience. Projects should align with the ASCA Mindset and Behavior standards and be formatted and submitted using the [ASCA National Model Closing-the-Gap Action Plan and Results Report templates](#). Groups will present their Closing-the-Gap Projects using a visual platform of their choice in class.

Presentations should comprehensively cover the scope of the project and be approximately 20 minutes in length. Each group will post their presentation in D2L via the Discussion Board tool in addition to submitting to the instructor under assignments. **Course Objectives 6, 7, 8**

**FAILURE TO SUBMIT ASSIGNMENTS DESIGNATED AS KEY ASSESSMENTS THROUGH TK20 WITHIN THE TIME FRAME DESIGNATED ON THE SYLLABUS WILL RESULT IN A GRADE OF 0 FOR THE ASSIGNMENT.**

## Evaluation Procedures

Assessment	Points	Assessment Tools	Submit via:	Due Date
1. Review of Materials	15	Quiz	D2L	See schedule
2. Google Certificate	15	S/U	D2L	
3. Addiction Presentation	10	Rubric	D2L	
4. Lesson Plans	15	Rubric	D2L	
5. Career-College Program	20	Rubric	D2L; TK20	
6. Consultation and Collaboration Review	10	Rubric	D2L	
7. Closing the Gap	15	Rubric	D2L; DB	
<b>Total</b>	<b>100</b>			

### Grading

*Grades are calculated based on the percentages below. Please note that any grade of F will result in dismissal from the program. Grades of C are considered unsatisfactory and will result in a review of student progress by the CEP faculty.*

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

**Any graduate level student earning a grade of F or WF and/or two C's, regardless of her/his academic standing, will be suspended from the program.**

### Class, Department, and University Policies

*For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation*

*at [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf).*

*Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.*

**Diversity:** The University of West Georgia affirms the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff. The Department of Clinical and Professional Studies (CPS) is committed to fostering an educational environment in which diversity is embraced. As such, CPS will not tolerate discrimination against any persons.

**Professional Conduct:** Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.

Student Review: CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See [Graduate Student Handbook](#) for details.) If there is reason for concern revealed in class or during the completion of course assignments, the faculty may initiate a student review. If such a review occurs, the student will be made aware of the procedure. Reasons for student review may include, but are not limited to, unprofessional or inappropriate dispositions and/or behaviors.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

Disability: The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia:  
[http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php).

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

UWG Cares: If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services: Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Center for Academic Success: The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for

Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is [cas@westga.edu](mailto:cas@westga.edu).

Attendance: Attendance is required. Students are expected to attend each class, to be on time, and to be present for the full class session. Any potential problems or exceptions to any part of this requirement should be discussed immediately with the instructor. Excused absences will not be granted more than 7 days following the absence. Two or more absences and/or tardies will result in a reduction of the final grade at the rate of 2 points per absence and 1 point per tardy for each absence and/or tardy beyond the first. Attendance will be taken each class meeting. You are responsible for all information and changes in the course content that may occur in your absence.

Class organization: This course will be interactive and use a variety of instructional strategies including online work, lecture, discussion, class activities, fieldwork, and (possibly) guest speakers. To make this class rewarding, enjoyable, and useful for your future career, students are encouraged to bring materials to share with the class and to make suggestions to make it a successful learning experience. Students remain responsible for any assigned material not covered in class.

Student participation: When called upon, students will be expected to demonstrate higher-order thinking skills by providing both their answer and an appropriate rationale upon which their answer is based. Having each student actively participating during each class session allows the professor to assess students' class preparation; their level of understanding of course concepts; enhances group work; develops students' critical thinking skills, and their ability to speak in front of fellow classmates.

Class handouts: Handouts will generally be posted on D2L, but may be disseminated in hard copy form during class time. Students who miss class are responsible for obtaining any class notes and handouts from a fellow class member.

Cell phones & Electronic Equipment: **The use of cell phones is not permitted in this class.** If you expect an emergency phone call, you may place your phone on silent or vibrate and answer it outside of the classroom. The use of computers is only acceptable for the purpose of taking class notes. **Any non-class-related use of computers is considered unprofessional and is not accepted in this class.** If you are found using any electronic device for non-class-related purposes, you will be asked to put it away or leave class. Part of your graduate students includes the development of professional behavior. The inappropriate use of technology during class is considered inappropriate and unprofessional and will not be condoned in this class.

Links to and from Third-Party Sites: There may be links established between this course and other entities and sites on the World Wide Web, Internet or other areas that are not under the control of, nor maintained by your professor(s) or the University of West Georgia (UWG). These links do not necessarily constitute an endorsement by your professor(s) or UWG, and UWG has no obligation to monitor such sites, and user agrees that neither your professor(s) nor UWG is responsible for the content of such sites, or any technical or other problems associated with any such third-party site, links, or usage.

Grading of Group Assignments: Barring extraneous circumstances (e.g., a group member not contributing, a group member not responding to communication from others, a group member not

submitting quality work, etc.), all group members will receive the same grade on a group assignment. However, in the event of an extraneous circumstance, the instructor reserves the right to individually award grades for group work and/or utilize a peer rating system. All students in this course are professional counselors and, as such, are expected to try to resolve any group issues independently. However, if a group issue cannot be resolved, the group members should contact the professor *before* submission of the final assignments so that she can intervene.

Extra Credit: No extra credit opportunities will be offered for this class.

Late Work: Late work will not be accepted for this class, unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care. Late work, when approved, must be submitted within 7 days of the initial deadline. Late assignments, if accepted, are subject to a penalty of half credit.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

Communication may take place through D2L, but this is not the preferred means of communication.

Campus Carry: As of July 1, 2017, concealed carry is permissible at all public universities in Georgia. There are several restrictions to this law, which are explained at <http://www.usg.edu/hb280>. Answers to specific questions can be found under the "Additional Information" tab.

Changes to The Syllabus: This syllabus is subject to change.

## Tentative Class Outline (subject to change)

Class Date	To Prepare for Class	Class Activities & Topics	Assignments Due
Class 1	1. Foxx, Baker, & Gerler, Chpt 2	1. Comprehensive School Counseling	Review of Materials 1
Class 2	1. ASCA, sections I & II	1. ASCA Model	Review of Materials 2
Class 3	1. See D2L	1. Technology in School Counseling	Review of Materials 3
Class 4	1. Fox et al., Chpt 7	1. Prevention Programming	Review of Materials 4
Class 5	1. See D2L	1. Addiction in School Counseling	Review of Materials 5; Addiction Presentation
Class 6	1. See D2L	1. Working with Parents and Caregivers	Review of Materials 6
Class 7	1. Fox et al., Chpt 10	1. Consultation and Supervision	Review of Materials 7; Google Certificate
Class 8	1. Fox et al., Chpt 6	1. Collaboration	Review of Materials 8
Class 9	1. Fox et al., Chpt 9	1. Referrals	Review of Materials 9; Consultation and Collaboration Review
Class 10	1. Fox et al., Chpt 3 2. ASCA, section III	1. Data and Assessment in School Counseling	Review of Materials 10
Class 11	1. See D2L	1. Program Development	Review of Materials 11; Closing the Gap
Class 12	1. Fox et al., Chpt 8 2. ASCA, section IV	1. Individual and Group Programs	Review of Materials 12
Class 13	1. See D2L	1. Lesson Planning and Differentiated Instruction	Review of Materials 13
Class 14	1. Fox et al., Chpt 11	1. Career and College Readiness	Review of Materials 14; Lesson Plans
Class 15	1. ASCA, section V	1. Program Evaluation	Review of Materials 15; Career-College Program
Class 16	1. See D2L	Course Wrap-Up	None

\*\*Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of D2L/CourseDen.

**\*See D2L for additional required readings, podcasts, videos, PPTs, etc.\***





## COLLEGE OF SCIENCE AND MATHEMATICS

### MASTER OF SCIENCE WITH A MAJOR IN MATHEMATICS

#### ADMISSIONS MODIFICATION (REMOVAL OF GRE SCORES)

For regular admission to the program, students are expected to have a Bachelor's degree from an accredited institution, a cumulative GPA of at least 2.7 on all college level work, ~~a combined verbal and quantitative GRE score of at least 1030, with no score less than 400~~, completion of the calculus sequence (equivalent of UWG courses MATH 1634, MATH 2644, MATH 2654) plus at least twelve hours of mathematics courses at the advanced undergraduate level (3000 level or higher, or the equivalent). **The GRE is not required but strongly recommended.** Provisional admission: Applicants applying to a master's degree program in mathematics with less than the required GPA ~~and GRE~~ may be considered for provisional admission. They must ~~submit official GRE test scores and~~ must also have a grade point average of at least 2.2. In no event may the grade point average be less than 2.2. Applicants may also be admitted provisionally for reasons other than, or in addition to, grade point average ~~and GRE test scores~~. Meeting ~~departmental test score and~~ grade point average requirements is no guarantee of admission. Provisional admission is ultimately subject to departmental approval and the Dean of the College of Science and Mathematics.



## Comprehensive Program Reviews (CPR) of Educational Leadership, Research, and School Improvement

Matt Varga, Christi Fain



- **Quality:** The average GPA is consistent and represents quality students from an academic standpoint. There was a considerable increase in admissions over those three years. There was a decline on the passing rate on the national test from 2014 to 2016; however, it is important to note that the number of students taking the exam significantly increased. Although, 90%+ is still a proud marker. The program is fully accredited by the GPSC and NCATE and have established partnerships with nearly 100 school districts in Georgia.
- **Viability:** The admission numbers of the program have steadily increased in the past three years, which indicates a strong need for the program. Furthermore, the number of students completing applications for admission has increased. There is evidence to indicate the program is actively growing.
- **Productivity:** It appears that there are a number of faculty supporting the program, but with 100+ students and four dedicated faculty, it does beg the question as to the feasibility of the faculty providing adequate support for those students. However, it appears the part time faculty are able to help reduce the workload on full time faculty. Additionally, it appears students are graduating at a steady rate in less than 2 years.

**Graduate Program Committee**  
**Review of CPR for the Master of Arts in Teaching - Secondary Education**  
**April 2018**

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General Review Summary

The documents provided do not sufficiently report program information and/or explain data trends evidenced throughout the CPR. Several categories are left vague, leaving the reader to infer causality, and information necessary for review is missing in some areas. Additionally, provided data seemingly conflicts with the narrative, at times, and student outcome and curricula information is missing from the report with no appendices provided. As such, we recommend that the unit address the areas noted below with a careful eye toward the narrative components. It might be helpful in the process for them to review other more specific reports submitted from the COE, such as the one for the Masters of Education – Media.

In sum, the reviewers would like to emphasize that they are convinced of the importance of the program, both in terms of the professional development of student-teachers and in its contribution to the educational community of the State. The goal of the revision request is to ensure a smooth program review at higher levels and to see a document that could serve to enhance the program's overall quality.

Quality Measures

Student Input – Graduate Programs:

- The number of students admitted and enrolled experiences an increase from 2014 to 2015. However, there is a significant drop from 2015 to 2016 that places the 2016 number below those of 2014. This decline is not addressed in the narrative.
- The Student Input narrative does not detail the multiple instructional concentrations covered by the MAT nor does it list the student outcomes consistent for the programs.

Faculty:

- Is the decrease in terminally degreed faculty due to the reorganization or due to tightening operations?
- The number of sponsored research funding awarded and external grants procured sharply declined in number from 2014 to 2016; yet, the faculty narrative notes their productivity in this area over the course of the three years.
- Additionally, the faculty narrative
  - lists success at all levels of scholarly conferences, but no data on this is provided.
  - only lists one faculty member's specific professional organizational work and aggregates that of the rest of the faculty.
  - refers to the SEED MAT as a "sought-after" program; yet, the three data measures related to student demand under viability (see below) show downward trends.

## Viability Measures

### Internal Demand for the Program:

- The quantitative data concerning applications submitted, students admitted, and students in the degree program decrease significantly from 2014 to 2016. This data seems to contradict the previous narrative noted above. Further, the narrative specific to this section does not address the downward trend, which could simply be due to the reorganization. Clarity is needed.
- The number of faculty supporting the degree program outside of the department is listed as unknown for all three years as students have the choice to take six hours outside the department (or from MAT program faculty). Is this element truly student dependent? In other words, are their specific faculty in those content departments that regularly offer classes that draw students from the MAT program? And, can this information be acquired in some way?
- While the MAT program sheet was not provided (though it would be helpful as an appendix), a review of their on-line information raises a concern regarding how much of the degree program is assigned to the content area. As noted in the previous bullet, students may take up to six hours in the content department, but, functionally, one of those two can be substituted with a SEED course. Given that approximately 60% of the students in the program are provisionally hired teachers, this structure leaves burgeoning provisional teachers with potentially only one content course in the content area, which may have seen significant change since each student's course of study. Are there measures in place to mitigate this? [The program sheet can be found at [https://www.westga.edu/academics/education/ecse/assets/docs/MAT\\_program\\_sheet\\_2015.pdf](https://www.westga.edu/academics/education/ecse/assets/docs/MAT_program_sheet_2015.pdf)]
- The narrative in this section notes that the structural change in the COE resulted in changes to “the programs housed in the department and the number of faculty members”; however, no specifics are provided.
- According to the site <https://www.westga.edu/academics/education/ecse/secondary-education.php>, the MAT has nine areas of concentration, but these areas are never listed in the report, and all the data is aggregated. Some concentration specific data would be helpful in the review.

## Productivity Measures

### Time to Degree:

- The number of degrees awarded show a slight decline in 2016 (from 2014 graduation figures). Is this a nominal figure or indicative of a trend? The narrative does not address this shift.

## Closing Narrative

- At least two places in the report's closing narrative conflict with the downward enrollment trends noted in the quantitative data throughout. For example, while it may have “doubled its enrollment since its inception in 2012,” the period under review (2014-2016) does not evidence such a trend.
- A demand for the new specialist degree is noted here as well, but a) no data is offered; and b) the relevance of this new degree fact in connection to the MAT's review is not made apparent for the reader.

# Comprehensive Program Review: Graduate Programs Committee Evaluation

by Shelley Rogers and Kathy Skott-Myhre



## Specialist in Education with a Major in Media

### *Quality*

The program (with its two tracks) is accredited by two associations (NCATE and **SACS**) and named in *U.S. News and World Report* as a best online program for graduate education and as a best online master's in educational technology by Onlincolleges.net. Additionally, the students achieve 96-99% exit scores on national and state licensure exams. These measures indicate a high-quality program.

### *Viability*

The number of students applying for admission is growing each year, indicating high student interest and program sustainability. The number of students accepted into the program has also grown ten percent annually, also indicating high sustainability. Although some research faculty moved to a different department, the number of faculty supporting this particular program increased, which indicates another measure of viability.

### *Productivity*

Most students in this program are practicing professionals who find that this program enhances their professional development, as demonstrated in the measures of student learning outcomes. The students typically complete the program in four semesters while working full time.

In conclusion, we recommend that the program be continued by the College of Education at this time. The program is critical to the University of West Georgia's mission and should be retained.

Handwritten signatures of Shelley Rogers and Kathy Skott-Myhre in blue ink.

# Comprehensive Program Review: Graduate Programs Committee Evaluation

by Shelley Rogers and Kathy Skott-Myhre



## **Master of Education with a Major in Media**

### ***Quality***

The program (with its two concentrations) is accredited by two associations (NCATE and SACS) and named in *U.S. News and World Report* as a best online program for graduate education and as a best online master's in educational technology by Onlinecolleges.net. Additionally, in the last three years, the students achieved 95-100% exit scores on national and state licensure exams. These measures indicate a high-quality program.

### ***Viability***

The number of students applying for admission is growing each year, indicating high student interest and program sustainability. The number of students accepted into the program has also grown seven percent annually, also indicating high sustainability. Although some research faculty moved to a different department, the number of faculty supporting this particular program increased, which indicates another measure of viability.

### ***Productivity***

Most students in this program are practicing professionals who find that this program enhances their professional development, as demonstrated in the measures of student learning outcomes. The students typically complete the program in two years.

In conclusion, we recommend that the program be continued by the College of Education at this time. The program is critical to the University of West Georgia 's mission and should be retained.

Handwritten signatures in blue ink. The first signature is "Shelley Rogers" and the second is "Kathy Skott-Myhre".