

Graduate Programs Committee (GPC)
Minutes--Approved Oct. 30, 2015
Wednesday, September 30, 2015, 1:30 PM, SON Room #200

GPC Members present: Christy Berding, Lama Farran, Shirley Lankford, Kareen Malone, Ann McCleary, Dawn McCord (Chair), Denise Overfield, Jeannie Pridmore, Li Yang (for Anja Remshagen), Shea Rose, Matt Varga, Toby Ziglar

GPC Members absent: Frances Chumney, Susan Webb

Guests: Mark Parrish (COE: CPS), Myrna Gantner (Provost/VPAA)

1. Minutes: September 4, 2015

Any Changes, Additions, Modifications

Action: Approved

2. New business:

A. Comprehensive Program Reviews (CPR)--Discussion led by Myrna Gantner

- a. All graduate programs are reviewed on a 7-year cycle. Six programs should have been reviewed last year but the review was delayed due to unfortunate events. We need to complete the following programs this semester. Documents are available in folder [CPR Files](#):

- i. MA Criminology
- ii. MA Psychology
- iii. MA Sociology
- iv. Master of Public Administration (MPA)
- v. Master of Urban and Regional Planning (MURP)
- vi. PHD Consciousness and Society

- b. You can read detailed information about Comprehensive Program Reviews on the Provost's website at http://www.westga.edu/vpaa/index_22433.php, but here's a short overview of the process:

- i. It works well to assign these reviews to teams of several committee members. Myrna Gantner says that it's not too burdensome a task, although it needs to be done well.
- ii. The team reads the CPR and writes a summary paragraph at the end of the document under the section *Evaluation of this Comprehensive Review Program*, item 2 "**Faculty Review by the GPC.**" This paragraph should address:

- Provide an analysis and evaluative response regarding the quality, viability, and productivity of the program and the quality and depth of the evidence the program provided to support its case.
 - Include recommendations for the future of the program.
- c. Reports are due to GPC, Nov. 4, the regularly scheduled meeting. Put completed document in the CPR folder, [CPR Folder](#) Due to Provost Office by Nov. 11, 2015.
- d. GPC will conduct peer reviews of CPRs for the COE as part of the normal cycle. These will be done in Spring 2016.
- e. Team assignments (feel free to switch with committee members; **need one coordinator for each team**)

<i>Name</i>	<i>Name</i>	<i>Unit</i>	<i>MA Crim.</i>	<i>MA Psycho.</i>	<i>MA Socio.</i>	<i>MPA</i>	<i>MURP</i>	<i>PHD Con. Society</i>
<i>Christy</i>	<i>Berding,</i>	<i>SON (2016)</i>	<i>Lead Member</i>					
<i>Frances</i>	<i>Chumney,</i>	<i>COE (2017)</i>		<i>Member</i>				
<i>Lama</i>	<i>Farran,</i>	<i>Senate-COE (2017)</i>			<i>Member</i>			
<i>Shirley</i>	<i>Lankford,</i>	<i>Library (2016)</i>				<i>Lead Member</i>		
<i>Kareen</i>	<i>Malone,</i>	<i>COSS (2016)</i>					<i>Lead Member</i>	
<i>Ann</i>	<i>McCleary,</i>	<i>COAH (2017)</i>						<i>Member</i>
<i>Dawn</i>	<i>McCord,</i>	<i>Senate-COAH (2017)</i>		<i>Member</i>				
<i>Denise</i>	<i>Overfield,</i>	<i>Academic Affairs (2016)</i>		<i>Member</i>				
<i>Jeannie</i>	<i>Pridmore,</i>	<i>RCOB (2017)</i>			<i>Lead Member</i>			
<i>Li Anja</i>	<i>Yang, Remshagen,</i>	<i>Senate-COSM (2017)</i>				<i>Member</i>		
<i>Shea</i>	<i>Rose,</i>	<i>COSM (2017)</i>					<i>Member</i>	

<i>Student Representative</i>	<i>Student Representative</i>							
<i>Matt</i>	<i>Varga,</i>	<i>Senate--COE (2018)</i>						<i>Lead Member</i>
<i>Susan</i>	<i>Webb,</i>	<i>Senate--RCOB (2018)</i>	<i>Member</i>					
<i>Toby</i>	<i>Ziglar,</i>	<i>Director of Graduate & International Admissions (2016)</i>		<i>Member</i>				

Note: It was understood by one member that the MURP program had been deactivated. Shea Rose agreed to confirm that a review was required for a deactivated program.

2. Course/Program Additions, Modifications, Deletions:

A. College of Education

1. Course Proposals:

a. Collaborative Support and Intervention

- i. Course: SLPA 6710 Counseling Issues in Speech-Language Pathology
(Originator Harris Brown, Karen; Mark Parrish to attend GPC). This course introduces students to issues associated with counseling clients with communication and swallowing disorders, as well as their caregivers. Knowledge and practice in counseling strategy, process, skills and ethics will be emphasized. (See <https://apps.westga.edu/catalog/>)
Request: Add
Rationale: This course was developed to better prepare speech-language pathologists-in-training to assist clients diagnosed with communication and swallowing disorders

and their families with understanding and adjusting to their diagnosis.

Action: Mark Parrish suggested that this be rejected for approval because the program will be going through accreditation and the program will be possibly modified. They will resubmit at a future date.

- ii. Course: SLPA 6786 Research Seminar in Speech-Language Pathology II (Originator Harris Brown, Karen; Mark Parrish to attend GPC). This course applies knowledge of the fundamentals of scientific and qualitative research gained in the introduction to research methodology course. The design and development of a research project, as it relates to issues and trends in the area of speech-language pathology, is emphasized. (See <https://apps.westga.edu/catalog/>)

Request: Add

Rationale: Students will apply knowledge gained in the introduction to research methodology course. This course will focus on the development of a proposal. The proposal component has been removed from this Part I course.

Action: Mark Parrish suggested that this be rejected for approval because the program will be going through accreditation and the program will be possibly modified. They will resubmit at a future date. The recommendation is that the request be rejected.

b. Clinical and Professional Studies

- i. Course: CEPD 8138 Advanced Multicultural Counseling (Originator Parrish, Mark). This course is designed for students in the Ed.S. program to develop advanced competencies for counseling intervention with diverse populations. Students will learn specific theories and techniques for counseling multicultural populations. Special attention will be given to working with minority,

non-dominant, and oppressed populations. Students will examine their own attitudes, behaviors, perceptions, and biases to developing culturally aware approaches to counseling and/or administration. (See

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

Request: Add

Rationale: The education Specialist Degree is offered as an opportunity to prepare students for advancement in their respective professional careers of school and clinical mental health counseling and to prepare them for the admission into the Doctor of Education (Ed.D) in the CEPD Professional Counseling and Supervision program. This course will enhance the students' effectiveness and employability through the acquisition of advanced knowledge, skills and awareness related to contemporary perspectives of diversity and multicultural sensitivity as professional counseling practitioners.

Action: **Approved**

- ii. Course: CEPD 8185 Professional Research Writing (Originator Parrish, Mark). This course is designed for graduate students who have been admitted into the Ed.S. program in Professional Counseling. The purpose of this course is to equip students with knowledge and skills in the area of professional writing. In this course, students will review the basic grammatical principles and conventions necessary to communicate effectively in written form. Moreover, students will learn technical writing techniques and the structure of a professional manuscript. Students will apply this knowledge through course-embedded assignments that promote skill development, helping students learn to successfully write across a range of topics, from short reports to research manuscripts. (See <https://apps.westga.edu/catalog/>)

Request: Add

Rationale: The Education Specialist Degree is offered as an opportunity to prepare students for advancement in

their respective professional careers of school and clinical mental health counseling, and preparation for potential admission into the CEPD doctoral program. This course will prepare students for professional research writing which meets the requirements for both the Education Specialist and Doctor of Education programs in counselor education. The course focuses on the development of knowledge and skills in the area of professional writing in which they will learn technical writing techniques and the structure of a professional manuscript. Students will apply this knowledge through course-embedded assignments that promote skill development, helping students learn to successfully write across a range of activities from short reports to research manuscripts.

Action: **Approved**

- iii. Course: CEPD 8152 Consultation, Collaboration and Program Development in Counseling (Originator Parrish, Mark). This course prepares students for for competent professional practice as clinical mental health counselors and school counselors functioning in the role of consultant. Consultation theory and process will be discussed. Examples of consultation with families, schools, colleges and community agencies will be provided, as well as models for facilitating change in human systems. (See <https://apps.westga.edu/catalog/>)
- Request: Add
- Rationale: The Education Specialist Degree is offered as an opportunity to prepare students for advancement in their respective professional careers of school and clinical mental health counseling and to prepare them for the admission into the Doctor of Education (Ed.D) in the CEPD Professional Counseling and Supervision program. This course will enhance the students' effectiveness and employability through the acquisition of advanced knowledge, skills and awareness related to contemporary

perspectives of consultation, collaboration and program development as professional counseling practitioners.

Action: **Approved**

- iv. Course: CEPD 8156 Designing Effective Programs (Originator Parrish, Mark). This course is designed for graduate students who have been admitted into the education specialist program in professional counseling. The course addresses steps involved in effectiveness-based program planning, including elements of a program that are critical for measuring effectiveness. (See <https://apps.westga.edu/catalog/>)
Request: Add

Rationale: The Education Specialist Degree is offered as an opportunity to prepare students for advancement in their respective professional careers of school and clinical mental health counseling and to prepare them for the admission into the Doctor of Education (Ed.D) in the CEPD Professional Counseling and Supervision program. This course has been taught for several semesters as a “special topics course” (CEPD 7185 Special Topics in Counseling) and has received positive student feedback and evidence of effective learning outcomes. It will enhance the students’ effectiveness and employability through the acquisition of advanced knowledge, skills and awareness related to contemporary perspectives of consultation, collaboration and program development as professional counseling practitioners.

Action: **Approved**

- v. Course: CEPD 8141 Supervision in Counseling (Originator Parrish, Mark). This course will provide students with advanced knowledge, skills and awareness of supervision in professional counseling settings. The focus is on the development of effective clinical supervision style and skills, and integrates ethical, legal, multicultural and other professional issues related to

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

Request: Modify

Rationale: The Education Specialist Degree is offered as an opportunity to prepare students for advancement in their respective professional careers of school and clinical mental health counseling and to prepare them for the admission into the Doctor of Education (Ed.D) in the CEPD Professional Counseling and Supervision program. It will enhance the students' effectiveness and employability through the acquisition of advanced knowledge, skills and awareness related to contemporary perspectives of clinical supervision as professional counseling practitioners.

Note: This item will be removed from GPC consideration if it is confirmed that no action by the GPC is required.

Title and description changes go directly to the Provost.

Action: Senate action not required

2. Program Proposals:

- i. Program: Specialist in Education with a Major in Professional Counseling
(Originator Parrish, Mark). The CEPD Education Specialist Degree in Professional Counseling is offered as an opportunity to prepare students for advancement in their respective professional careers of school and clinical mental health counseling, and to prepare them for the admission into the Doctor of Education (Ed.D) in the CEPD Professional Counseling and Supervision program. (See <https://apps.westga.edu/catalog/>)
Request: Modify
Rationale: The plan of study has been revised to meet the revised learning outcomes and to provide a structure which is consistent with the 100% online format. Requests for new courses have been submitted for approval.

Additional information: *This program is currently delivered in an 80% online format. In order to enhance the accessibility of this program for potential students who are generally employed as professional practitioners, who may reside outside of the region, and to more broadly offer professional school and clinical mental health counselors an alternative in career development options, it is requested to change the program to a 100% online delivery format. This delivery information should be submitted to the Provost and does not need GPC approval.*

Action: No action required by Senate

Information items

A. College of Arts and Humanities

- i. Program: Master of Education with a Major in Art Teacher Education (MED) is being terminated. There are no students currently enrolled in the program.
- ii. Program: Master of Education with a Major in Secondary Education is being deactivated.
 - a. Program deactivated effective Summer, 2015. This includes concentrations in Biology, English, History, Math, Broad Field Science, Earth Science. No new students will be accepted into the program effective immediately. Current students will be able to complete requirements for degree.
 - b. Deactivation due to low enrollment among six concentrations. Biology, English, History, Math, Broad Field Science, Earth Science. Program did not meet targeted enrollment numbers set by Secondary Education faculty.

B. School of Nursing

- i. Program: Doctor of Education with a Major in Nursing Education
 - a. Two Course Name/Title Changes, NURS 9008 and NURS 9011 Names have been modified.

- b. Option C - EdD Plan of Study is modified to coincide with nursing education titles, that have been modified and approved for courses NURS 9008, NURS 9011.
- c. This change should go directly to the Provost

3. Old business

- A. Challenges and Opportunities in UWG Graduate Studies--Denise Overfield
 - a. Denise was asked to create a statement that might summarize these opportunities and in turn could be shared with the Senate.
 - b. Proposed statement: The Graduate Programs Committee recommends that the institution develop an organizational structure to support and promote graduate education. We affirm the quality of work in graduate studies across campus but believe that a more central structure such as a College/School of Graduate Studies would strengthen graduate programs in the current culture of scholarship, growth, and innovation. This structure should collaborate with colleges and programs to market programs, recruit potential students and support those who enroll, and advocate for the development and support of graduate programs in alignment with the UWG Strategic Plan.
 - c. The committee revised the statement, voted on accepting it and presenting it to the Faculty Senate.
- B. Graduate Student Representative
 - a. {From Policies and Procedures} A student representative shall serve as a non-voting, ex-officio member of the committee.
 - i. Selection Criteria
 - 1. Currently enrolled as a graduate student in good standing
 - 2. Expected to be present at GPC scheduled meetings
 - 3. Willing to commit to a 1-2 year term
 - ii. Selection Methods
 - 1. The Graduate Programs Committee Chair will solicit names from each college/school at the beginning of the academic year.
 - 2. Each college or school (COAH, COSM, COSS, COE, RCOB, SON) may submit the name of one graduate student who meets the selection criteria. To be brought meeting

3. The Graduate Programs Committee members will select one student representative at the first meeting of the academic year.
 - b. GPC members are asked to return with recommendations for a student representative. Several people reported that they have some ideas and will query students to see if they are interested in serving. Members will come to the next meeting and present candidates and we will vote by ballot on the basis of presented qualifications.
- C. Lama Farran has graciously agreed to attend Senate Executive Committee Meeting, 2:00 PM and present GPC Items at the Oct. 9 Senate Meeting.
- D. PSYC 7650 Buddhist Psychology-course modification was approved in April but an item was not entered correctly in the catalogue system. After discussion with Alan Pope and reading an email from Myrna Gantner, it was identified as an error that could be corrected administratively. The course is being changed from a 3-hour to a 4-hour course. McCord approved it in the catalogue system so that it could move out of the GPC queue.

Meeting Adjourned at 2:40 PM

A. Senate – Graduate Programs Committee... 2015-2016 Members List:

	Senate Members	
McCord, Dawn (Chair	dmccord@westga.edu	Senate-COAH (2017)
Farran, Lama	lfarran@westga.edu	Senate- COE (2017)
Yang, Li (Fall 2015) Remshagen, Anja	anja@westga.edu	Senate- COSM (2017)
Varga, Matt	mvarga@westga.edu	Senate--COE (2018)
Webb, Susan	swebb@westga.edu	Senate--RCOB (2018)
	Faculty Members	
Malone, Kareen	kmalone@westga.edu	COSS (2016)

Berding, Christy	cberding@westga.edu	SON (2016)
Lankford, Shirley	slankfor@westga.edu	Library (2016)
Rose, Shea	srose@westga.edu	COSM (2017)
Chumney, Frances	fchumney@westga.edu	COE (2017)
McCleary, Ann	amcclear@westga.edu	COAH (2017)
Pridmore, Jeannie	jpridmor@westga.edu	RCOB (2017)
	Administrator	
Overfield, Denise	doverfie@westga.edu	Administrator - Academic Affairs (2016)
Ziglar, Toby	tziglar@westga.edu	Administrator- Director of Graduate & International Admissions (2016)
	Student	
Vacant		
GPC Group Email: fs-gp-list@westga.edu		

B. GPC/Senate Agenda Meeting Schedule... 2015-2016:

Location: Tanner School of Nursing Room 200
 Duration: Goal is to complete work in one hour but additional time may be needed
 Schedule: Wednesday, Sep 30, 2015, 1:30 PM
 Friday, Oct 30, 2015, 10:00 AM
 Wednesday, Nov 4, 2015, 1:30 PM
 Friday, Nov 20, 2015, 10:00 AM
 Friday, Jan 22, 2016, 10:00 AM
 Wednesday, Feb 17, 2016, 1:30 PM
 Wednesday, Mar 9, 2016, 1:30 PM

Friday, Apr 15, 2016, 10:00 AM t
 Friday, Jun 17, 2016, 10:00 AM
 Friday, July 15, 2016, 10:00 AM

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

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

- Use Your Email login...
- Select:
 - o Programs OR Courses
 - o Pending

D. Shared Governance Procedures:

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

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

- o Offering an approved academic program more than 50%, but less than 95% online
3. The following are ***reviewed by the Senate graduate and undergraduate programs*** committees to assure quality of academic programs
- o Comprehensive Program Reviews
 - o Academic program and core curriculum learning outcome assessments
4. The following are ***not items considered*** by the Senate and should be reported directly to office of the Provost:
- o Modifications/additions/deletions to existing academic program learning outcomes, excluding core curriculum
 - o Offering less than 25% or 25-50% of an academic program at an off-site location or online (separate notifications for each change)
 - o Minor modifications to courses including : course name, description, course learning outcomes, and prerequisites within a college or school
 - o Creation or modifications of assessment artifacts
 - o Moving an approved course to online delivery (including both “D” and “N” sections)