

**Graduate Programs Committee (GPC)**  
**Agenda for 3/12/15 meeting at 3:00pm (SON Room #345)**

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

**Guests: Andy Nixon, Debra MaComb, and Gavin Lee**

**1. Minutes: 2/12/2015**

Any Changes, Additions, Modifications

Action: Minutes approved with discussion offered to area 3B, the Graduate Student Summer Library Privileges Subcommittee. The discussion included the following:

**Myrna Gantner reported that the committee that reviews policies that cross multiple UWG areas has advised that the Graduate Student Summer Library Privileges Subcommittee's June, 2014 recommendations move forward, but without the provision on undergraduate library privileges. The GPC advised that the recommendations be worded as a proposed policy and resubmitted as such to the GPC. Subcommittee Chair Lynn Anderson will draft this document, circulate it for subcommittee approval, and submit it for consideration at the March GPC meeting.**

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

**A. College of Social Sciences**

**1. Course Proposals:**

**a. Psychology Department**

i. Course: PSYC 7004 Historical Foundations of Psychology (Originator Osbeck, Lisa). The course is intended to provide historical overview of the field of psychology, including its conceptual situation in broad traditions of thought and as it has developed in its "mainstream" trajectories as a distinct discipline. The main purpose of the course is to reflect on and critically assess standard accounts of psychology's history, which will afford assessment of its future. (See <https://apps.westga.edu/catalog/>)  
Request: Add  
Rationale: Replaces PSYC 8003. Opens course to MA students.

Action: Defer to April GPC meeting

**b. Criminology Department**

- ii. Course: CRIM 5001 Survey Research Methods (Originator Johnson, Mike). This course will introduce one of the most common research methods used in the field of criminology: the survey. Topics covered will include sampling, modes of conducting surveys, question wording, and dealing with non-response. In the later part of the semester, students will gain practical knowledge of the topic by conducting and supervising live telephone interviews. (See <https://apps.westga.edu/catalog/>)

Request: Add

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

Action: Defer to April GPC meeting

**2. Program Proposals:**

**a. Psychology Department**

- i. Program: Master of Arts with a Major in Psychology (Originator, Osbeck Lisa). Change required number of hours from 15 to 12. (See <https://apps.westga.edu/catalog/>)

Request: Modify

Rationale: Under the 15 hour requirement, students in the certificate program were taking some three and four hour courses to complete the requirements for the certificate. Although the overall hours are reduced, each course now carries four hours credit that is specifically designed for

the certificate and gives the student a more concentrated curriculum. Too, it allows students to complete the program during a summer term.

Action: Defer to April GPC meeting

## **B. College of Arts and Humanities**

### **1. Course Proposals:**

#### **a. English and Philosophy Department**

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

Request: Modify

Rationale: Graduate level course number for ENGL 4188

Action: Defer to April GPC meeting

## **C. School of Nursing**

### **1. Program Proposals:**

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

Request: Modify

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

1.A writing course to focus on scholarly writing at the beginning of the program

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

3. Lastly, the two distance courses (MEDT 7472 and MEDT 7475) will be removed and one doctoral level distance education course will be added which solely focuses on the current issues and challenges of nurse educators teaching in online environments.

Action: Defer to April GPC meeting

ii. Program: Master of Science in Nursing, Health System Leadership, Clinical Nurse Leader (Originator Duke, Karen). Modification of current plan of study. (See

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

Request: Modify

Rationale: Changes were made to the Full Time and Part Time MSN Plan of Study for Health System Leadership:

Leader/Manager Role, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization

1. A new course NURS 6900 will be added for Students who enter the MSN program are poorly prepared for scholarly writing. The courses are offered 100% online so the students cannot access the resources of the UWG writing center. The content was offered in Fall 2014 as part of the MSN online orientation with excellent feedback from both students and faculty

2. Course NURS 6102 will be reduced to two credits from three credits as the content on theories of caring in nursing were moved to Nursing 6101 which is the Nursing Theory course.

3. Course NURS 6109 is moved to a fall semester, because the workload in the Spring semester is heavier due to higher number of practicum hours in practicum courses and completion of capstone project. This will change the semester credit hours for the affected semester course change.

Action: Approve

iii. Program: Master of Science in Nursing, Health Systems Leadership, Leader/Manager Role (Originator Duke, Karen).

Modification of current plan of study. (See

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

Request: Modify

Rationale: Changes were made to the Full Time and Part Time MSN Plan of Study for Health System Leadership:

Leader/Manager Role, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization

1.A new course NURS 6900 will be added for Students who enter the MSN program are poorly prepared for scholarly writing. The courses are offered 100% online so the students cannot access the resources of the UWG writing center. The content was offered in Fall 2014 as part of the MSN online orientation with excellent feedback from both students and faculty

2.Course NURS 6102 will be reduced to two credits from three credits as the content on theories of caring in nursing were moved to Nursing 6101 which is the Nursing Theory course.

3.Course NURS 6109 is moved to a fall semester, because the workload in the Spring semester is heavier due to higher number of practicum hours in practicum courses and completion of capstone project. This will changed the semester credit hours for the affected semester course change.

Action: Approve

iv. Program: Master of Science in Nursing, Nurse Educator Role (Originator Duke, Karen). Modification of current plan of study. (See <https://apps.westga.edu/catalog/> )

Request: Modify

Rationale: Changes were made to the Full Time and Part Time MSN Plan of Study for Nurse Educator Role, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization

1.A new course NURS 6900 will be added for Students who enter the MSN program are poorly prepared for scholarly writing. The courses are offered 100% online so the students cannot access the resources of the UWG writing center. The content was offered in

Fall 2014 as part of the MSN online orientation with excellent feedback from both students and faculty

2. Course NURS 6102 will be reduced to two credits from three credits as the content on theories of caring in nursing were moved to Nursing 6101 which is the Nursing Theory course.

3. Course NURS 6109 is moved to a fall semester, because the workload in the Spring semester is heavier due to higher number of practicum hours in practicum courses and completion of capstone project. This will change the semester credit hours for the affected semester course change.

Action: Approve

v. Program: Post-Master Certificate, Nursing Education (Originator Duke, Karen). Modification of current plan of study. (See <https://apps.westga.edu/catalog/>)

Request: Modify

Rationale: Changes were made to the Post-Masters Certificate Plan of Study for Nursing Education, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization.

- Course NURS 6102 will be reduced to two credits from three credits.

Action: Approve

vi. Program: Post-Master Certificate, Clinical Nurse Leader Role (Originator Duke, Karen). Modification of current plan of study. (See <https://apps.westga.edu/catalog/>)

Request: Modify

Rationale: Changes were made to the Post-Masters Certificate Plan of Study for Health System Leadership, Clinical Nurse Leader, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization.

- Course NURS 6102 will be reduced to two credits from three credits.

Actions: Approve

vii. Program: Post-Master Certificate Health System Leadership, Leader/Manager Role (Originator Duke, Karen). Modification of current plan of study. (See <https://apps.westga.edu/catalog/> )

Request: Modify

Rationale: Changes were made to the Post-Masters Certificate Plan of Study for Health System Leadership, Leader/Manager Role, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization.

- Course NURS 6102 will be reduced to two credits from three credits.

Action: Approve

viii. Program: RN-MSN Nurse Educator Track (Originator Duke, Karen). Modification of current plan of study. (See

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

Request: Modify

Rationale: Changes were made to the RN-MSN Plan of Study for Nursing Educator Track, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization

- 1.A new course NURS 6900 will be added for Students who enter the MSN program are poorly prepared for scholarly writing. The courses are offered 100% online so the students cannot access the resources of the UWG writing center. The content was offered in Fall 2014 as part of the MSN online orientation with excellent feedback from both students and faculty

- 2.Course NURS 6102 will be reduced to two credits from three credits as the content on theories of caring in nursing were moved to Nursing 6101 which is the Nursing Theory course.

- 3.Course NURS 6109 is moved to a fall semester, because the workload in the Spring semester is heavier due to higher number of practicum hours in practicum courses and completion of capstone project. This will changed the semester credit hours for the affected semester course change.

Action: Approve

ix. Program: RN-MSN Nurse Health System Leadership Track - Clinical Nurse Leader Option (Originator Duke, Karen).

Modification of current plan of study. (See

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

Request: Modify

Rationale: Changes were made to the RN-MSN Plan of Study for Health System Leadership, Clinical Nurse Leader Track, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization

1.A new course NURS 6900 will be added for Students who enter the MSN program are poorly prepared for scholarly writing. The courses are offered 100% online so the students cannot access the resources of the UWG writing center. The content was offered in Fall 2014 as part of the MSN online orientation with excellent feedback from both students and faculty

2.Course NURS 6102 will be reduced to two credits from three credits as the content on theories of caring in nursing were moved to Nursing 6101 which is the Nursing Theory course.

3.Course NURS 6109 is moved to a fall semester, because the workload in the Spring semester is heavier due to higher number of practicum hours in practicum courses and completion of capstone project. This will changed the semester credit hours for the affected semester course change.

Action: Approve

x. Program: RN-MSN Nurse Health System Leadership Track – Leader/Manager Option (Originator Duke, Karen). Modification of current plan of study. (See <https://apps.westga.edu/catalog/> )

Request: Modify

Rationale: Changes were made to the RN-MSN Plan of Study for Health System Leadership, Clinical Nurse Leader Track, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization

1.A new course NURS 6900 will be added for Students who enter the MSN program are poorly prepared for scholarly



writing. The courses are offered 100% online so the students cannot access the resources of the UWG writing center. The content was offered in Fall 2014 as part of the MSN online orientation with excellent feedback from both students and faculty

2.Course NURS 6102 will be reduced to two credits from three credits as the content on theories of caring in nursing were moved to Nursing 6101 which is the Nursing Theory course.

3.Course NURS 6109 is moved to a fall semester, because the workload in the Spring semester is heavier due to higher number of practicum hours in practicum courses and completion of capstone project. This will changed the semester credit hours for the affected

semester course change.

Action: Approve

## 2. Course Proposals:

- i. Course: NURS 6102 Role of Caring Healthcare Prof (Originator Duke, Karen). A course that explores the roles of the health care professional, theoretical models, and research related to caring science. (See <https://apps.westga.edu/catalog/> )  
Request: Modify  
Rationale: Changes were made to course description and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization.  
Course NURS 6102 was reduced to two credits from three credits as the content on theories of caring in nursing were moved to Nursing 6101 which is the Nursing Theory course  
Action: Approve
- ii. Course: NURS 6900 Scholarly Writing (Originator Duke, Karen). This course will address the basic mechanics of scholarly writing, peer review, self-editing, and APA format. (See <https://apps.westga.edu/catalog/> )  
Request: Add  
Rationale: The N6900 course was added to both the MSN graduate Plans of Study and the EdD doctoral Plan of Study for

the Tanner Health System School of Nursing programs to offer a focus on scholarly writing. NURS 6900 will be added for Students who enter the MSN and EdD program who are poorly prepared for scholarly writing. The courses are offered 100% online so the students cannot access the resources of the UWG writing center. The content was offered in Fall 2014 as part of the MSN online orientation, with excellent feedback from both students and faculty.

Action: Approve with modifications

## **D. College of Education**

### **1. Course Proposals:**

#### **a. Leadership and Instruction**

- i. Course: SEED 6261 Instructional Strategies for English Education in Secondary School (Originator Huss, Robyn). This course is designed for investigation and assessment of and research in the teaching of English with implications for strategies and curricular needs at the secondary level. (See <https://apps.westga.edu/catalog/> )

Request: Add

Rationale: This MAT course has been taught as an additional section of SEED 7261, an advanced strategies course for the MEd program. Because the MAT is designed for initial teaching certification, it is more appropriate for it to be offered as a 6000-level course without "advanced" in the course title. Additionally, having one section of a course for MEd students and a second section for MAT students is confusing for students and causes many registration problems. This 2-credit course is currently taught embedded in the 3-credit Advanced Strategies course. For purposes of field placement as well as more accurate grading of the course separate from the field experience component, Each SEED 3-credit strategies course is being divided into a 2-credit course with SEED 6260 as a 1-credit field experience co-requisite

Action: Approve with modifications

- ii. Course: EDLE 8306 Residency Course: Instructional Leadership

for Improving Schools (Originator Nixon, Andy). This course provides educational leaders the opportunity to explore and use data-informed decision making to drive and sustain organizational and academic improvements in a school setting. Students will examine leadership and pedagogical strategies that promote a collegial environment focused on continuous improvement. Learning will be drawn from leadership theory and research on best practices, ethical principles, and professional norms in curriculum development, classroom instruction, student learning assessment, professional learning, and other areas that support the needs of all student populations in a learning-focused school environment. Students will demonstrate proficiency by completing performance-based tasks. (See

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

Request: Add

Rationale: This course replaces EDLE 8313. It has been revised to create this new EDLE 8306. The current (2014-2015 AY) UWG Ed. S. degree and certification program does not adequately and systematically address all of the Educational Leadership Standards. Based on our curricular mapping, we believe that by dividing the three current 6 credit residency courses (EDLE 8301, 8302, & 8303) into six three-credit courses is the best way to ensure we address all standards deeply. The current six credit residency course requires students to both learn multiple standards and to practice them in a lab setting. The result is that some standards are not taught or are taught only superficially. Currently, new Educational Leadership Standards are being developed. The outcome will result in additional standards, which magnifies the need to make the proposed changes. The proposed new courses and revisions are based on the new standards. Another advantage of the change of splitting the 6 credit course into two 3 credit courses is that more UWG students will be able to take EDLE courses. Currently, only EDLE students interested in Georgia certification can take these courses. This should improve credit hour production. This proposed new course (EDLE 8306), takes content and field experiences from the current Residency Courses (EDLE 8301, 8302, & 8303) and better defines what is taught when.

Action: Approve with modifications

- iii. Course: EDLE 8304 Residency Course: Leadership for Organizational Change (Originator Nixon, Andy). This course explores how to drive and sustain organizational and academic improvements in a school setting. It will examine leadership and pedagogical changes that will promote a collaborative and professional environment focused on continuous improvement. This course will look at school reform at the building and classroom levels specifically focusing on improved instructional practices that ensure learning for all students regardless of background. Learning will be drawn from theory and research and from students' personal experiences. Students will demonstrate proficiency by completing performance-based tasks. (See <https://apps.westga.edu/catalog/> )

Request: Add

Rationale: The current (2014-2015 AY) UWG Ed. S. degree and certification program does not adequately and systematically address all of the Educational Leadership Standards. Based on our curricular mapping, we believe that by dividing the three current 6 credit residency courses (EDLE 8301, 8302, & 8303) into six three-credit courses is the best way to ensure we address all standards deeply. The current six credit residency course requires students to both learn multiple standards and to practice them in a lab setting. The result is that some standards are not taught or are taught only superficially. Currently, new Educational Leadership Standards are being developed. The outcome will result in additional standards, which magnifies the need to make the proposed changes. The proposed new courses and revisions are based on the new standards. Another advantage of the change of splitting the 6 credit course into two 3 credit courses is that more UWG students will be able to take EDLE courses. Currently, only EDLE students interested in Georgia certification can take these courses. This should improve credit hour production. This proposed new course (EDLE 8304), takes content and field experiences from the current Residency Courses (EDLE 8301, 8302, & 8303) and better defines what is taught when.

Action: Approve

- iv. Course: SEED 6111 Introduction to the Secondary School Field Experience (Originator Huss, Robyn). This course is a review of general field experience expectations and requirements. Documents and deadlines will be introduced. Upon completion of this course, students will have met the requirements necessary to be placed in a public school setting. This course is designed to serve as a prerequisite for any MAT course in the SEED program that includes a field experience. (See <https://apps.westga.edu/catalog/> )

Request: Add

Rationale: The addition of this course was decided upon during a meeting of MAT leaders as a means to ensure that all teacher candidates are aware of expectations, requirements, and deadlines moving forward to their experiences in the field. As the program is growing, student awareness of these is becoming an increasing problem and the COE reputation in the public school system depends, in part, upon the responsibilities of our students. The course syllabus was written collaboratively between the SEED program coordinator and the director of the Office of Field Based Preparation, and will be co-taught by these representatives.

Action: Approve

- v. Course: SEED 6260 Instructional Strategies in Secondary Schools Laboratory (Originator Huss, Robyn). This course consists of the field experience designed to accompany the Instructional Strategies content pedagogy course. Students are expected to spend two full days in a public school placement for seven weeks. (See <https://apps.westga.edu/catalog/> )

Request: Add

Rationale: This course is currently taught embedded in a 3-credit Advanced Strategies course. For purposes of field placement and proper assignment of a university supervisor in Banner/BanWeb as well as more accurate grading of the field experience component of the course, Each SEED 3-credit strategies course

is being divided into a 2-credit course with this 1-credit field experience corequisite.

Action: Approve with modifications

- vi. Course: SEED 6262 Instructional Strategies for Social Studies Education in Secondary Schools (Originator Huss, Robyn). This course is designed for investigation and assessment of and research into the teaching of social studies with implications for strategies and curricular needs at the secondary level. (See

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

Request: Add

Rationale: This MAT course has been taught as an additional section of SEED 7262, an advanced strategies course for the MEd program. Because the MAT is designed for initial teaching certification, it is more appropriate for it to be offered as a 6000-level course without "advanced" in the course title. Additionally, having one section of a course for MEd students and a second section for MAT students is confusing for students and causes many registration problems. This 2-credit course is currently taught embedded in the 3-credit Advanced Strategies course. For purposes of field placement as well as more accurate grading of the course separate from the field experience component, Each SEED 3-credit strategies course is being divided into a 2-credit course with SEED 6260 as a 1-credit field experience corequisite

Action: Approve with modifications

- vii. Course: SEED 6263 Instructional Strategies for Science Education in Secondary Schools (Originator Huss, Robyn). This course is designed for investigation and assessment of and research in the teaching of science with implications for strategies and curricular needs at the secondary level. (See

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

Request: Add

Rationale: This MAT course has been taught as an additional section of SEED 7263, an advanced strategies course for the MEd program. Because the MAT is designed for initial teaching certification, it is more appropriate for it to be offered as a 6000-level course without "advanced" in the course title. Additionally,

having one section of a course for MEd students and a second section for MAT students is confusing for students and causes many registration problems. This 2-credit course is currently taught embedded in the 3-credit Advanced Strategies course. For purposes of field placement as well as more accurate grading of the course separate from the field experience component, Each SEED 3-credit strategies course is being divided into a 2-credit course with SEED 6260 as a 1-credit field experience corequisite.

Action: Approve with modifications

- viii. Course: Seed 7291 Classroom Instruction and Management (Originator Huss, Robyn). This course is an introduction to the basics of teaching and learning with an emphasis on establishing decorum and structure in the classroom. (See <https://apps.westga.edu/catalog/> )  
Request: Modify  
Rationale: This course is currently taught with SEED 7291 L embedded. For purposes of field placement and proper assignment of a university supervisor in Banner/BanWeb as well as more accurate grading of the field experience component of the course, this 3-credit course is being reduced to a 2-credit course to be offered with the 1-credit field experience co-requisite. 7291L has not been offered, but will be beginning fall 2015  
Action: Approve
- ix. Course: SEED 6264 Instructional Strategies for Mathematics Education in Secondary (Originator Huss, Robyn). This course is designed for investigation and assessment of and research in the teaching of mathematics with implications for strategies and curricular needs at the secondary level. (See <https://apps.westga.edu/catalog/> )  
Request: Add  
Rationale: This MAT course has been taught as an additional section of SEED 7264, an advanced strategies course for the MEd program. Because the MAT is designed for initial teaching certification, it is more appropriate for it to be offered as a 6000-

level course without "advanced" in the course title. Additionally, having one section of a course for MEd students and a second section for MAT students is confusing for students and causes many registration problems. This 2-credit course is currently taught embedded in the 3-credit Advanced Strategies course. For purposes of field placement as well as more accurate grading of the course separate from the field experience component, Each SEED 3-credit strategies course is being divided into a 2-credit course with SEED 6260 as a 1-credit field experience corequisite.

Action: Approve with modifications

## 2. Program Proposals

### a. Dean's Office COE

- i. Program: Master of Art in Teaching (MATC) (Originator Standard, Rebecca). UWG is no longer participating in this collaborative. There are no students matriculating through the program and termination of the program will not have an adverse impact on faculty members or staff. (See <https://apps.westga.edu/catalog/> )  
Request: Terminate  
Rationale: deactivated more than 2 years  
Action: Approve
- ii. Program: Master of Education with a Major in French Language Teacher Education (MED) (Originator Standard, Rebecca). Program has been deactivated more than 2 years due to low enrollment. There are no students matriculating through the program and termination of the program will not have an adverse impact on faculty members or students. (See <https://apps.westga.edu/catalog/> )  
Request: Terminate  
Rationale: termination of deactivated program  
Action: Approve
- iii. Program: Master of Education with a Major in Spanish Language Teacher Education (MED) (Originator Standard, Rebecca). Program has been deactivated more than 2 years due to low



enrollment. There are no students matriculating through the program and termination of the program will not have an adverse impact on faculty members or students. (See

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

Request: Terminate

Rationale: termination of deactivated program

Action: Approve

- iv. Program: Master of Education with a Major in Middle Grades Education (Originator Standard, Rebecca). Program has been deactivated more than 2 years due to low enrollment. There are no students matriculating through the program and termination of the program will not have an adverse impact on faculty members or students. (See <https://apps.westga.edu/catalog/> )

Request: Terminate

Rationale: termination of deactivated program

Action: Approve

#### **b. Leadership and Instruction**

- i. Program: Specialist in Education with a Major in Educational Leadership (Originator Nixon, Andy). EDLE 8301, 8302, and 8303 (each currently 6 credit hours) are modified to become three credit hour courses. EDLE 8304, 8305, and 8306 are new Residency courses created from the standards and field experiences that were previously taught in the 6 hour courses (EDLE 8301, 8302, 8303). These new courses are designed for job-embedded learning experiences. (See <https://apps.westga.edu/catalog/> )
- Request: Modify
- Rationale: The Educational Leadership faculty members have been submitting several course revisions during the fall, 2014 semester. The reasons for the changes are as follows:
- (1) New educational leadership standards required revision of course learning objectives and titles. The addition of seven new standards calls for more structured definition in the Residency Experiences,

(2) To develop more courses that are available to non-leadership majors and to make the program more marketable to leadership students and faculty. This includes returning the program to its original intent and design as a three-semester program,

Action: Approve

- ii. Program: Master of Arts in Teaching (MAT) (Originator Huss, Robyn). Master of Arts in Teaching with a Major in Teacher Education, Refer to the attached document for details concerning changes in SEED MAT program requirements. The document contains the new proposed program sheet, the current program sheet, and a rationale for each change by line item, in that order. (See <https://apps.westga.edu/catalog/> )

Request: Modify

Rationale: The goal is to provide more relevant courses with an increase in online offerings. Page six of the attached document describes a rationale for each change.

Action: Approve with modifications

**3. Unfinished business from 2013-14 GPC:**

**A. Electronic Submission of Theses and Dissertations via ProQuest**

**Subcommittee\_Proposed ProQuest Student Introduction, ProQuest Guidelines, and changes to Thesis & Dissertation UWG General Guidelines for Formatting and Processing handbook.**

**Request: Add**

**Action: Add**

**B. Graduate Student Summer Library Privileges Subcommittee\_Proposed Graduate Student Summer Library Privileges Policy**

**Request: Add**

**Action: Add**

**C. Graduate catalog-inclusion of an International admissions section in the graduate catalog\_Proposed International admissions section in the graduate catalog.**

**Request: Add**

**Action: Add**

**4. New business:**

**A. GPC chair for the 2015-16 year-will elect a GPC chair at the April meeting.**

**B. How should we treat changes in credit hour requirements for existing courses, and should we add this to the Shared Governance Document for graduate courses?**

Discussion regarding changes in credit hour requirements. GPC committee voted that changes in course credit hours should be listed as a Senate action item and that the Rules committee needs to codify the Shared Governance for Program Modification document to reflect that change.

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

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

Ziglar, Toby	tziglar@westga.edu	Administrator- Director of Graduate & International Admissions
	<b>Student</b>	
Vacant		
<b>GPC Email list:</b> swelch@westga.edu, sehall@westga.edu, dmccord@westga.edu, lfarran@westga.edu, anja@westga.edu, gpayne@westga.edu, kmalone@westga.edu, landerso@westga.edu, jpridmor@westga.edu, hramanat@westga.edu, cberding@westga.edu, slankfor@westga.edu, mgantner@westga.edu, tziglar@westga.edu		

**B. GPC/Senate Agenda Meeting Schedule... 2014-2015:**

<b>GPC Meetings (Thursdays)</b>	<b>GPC Location/Time</b>	<b>Senate Agenda Deadline</b>	<b>Senate &amp; Exec. Committee Meetings</b>	<b>Senate Meetings Location/ Time</b>	<b>Executiv e Committ ee Location /Time</b>
<b>Dates</b>	<b>SON 200</b>	<b>Dates</b>	<b>Dates</b>	<b>Location TBA</b>	<b>Location TBA</b>

<b>9/4/14</b>	3:00 – 5:00	9/5/14	9/12/14	3:00pm	2:00pm
<b>10/2/14</b>	3:00 – 5:00	10/3/14	10/10/14	3:00pm	2:00pm
<b>11/6/14</b>	3:00 – 5:00	11/7/14	11/14/14	3:00pm	2:00pm
<b>*11/20/14</b>	<b>*3:30 – 5:00</b>	11/21/14	12/5/14	3:00pm	2:00pm
<b>1/15/15</b>	3:00 – 5:00	1/16/15	1/23/15	3:00pm	2:00pm
<b>2/12/15</b>	3:00 – 5:00	2/20/15	2/27/15	3:00pm	2:00pm
<b>3/12/15</b>	3:00 – 5:00	3/13/15	3/27/15	3:00pm	2:00pm
<b>4/16/15</b>	3:00 – 5:00	4/17/15	4/24/15	3:00pm	2:00pm
<b>6/11/15</b>	3:00 – 5:00	6/12/15	6/19/15	3:00pm	2:00pm
<b>7/9/15</b>	3:00 – 5:00	7/10/15	7/17/15	3:00pm	2:00pm
<b>*Note:</b> This meeting will be confirmed based upon any open agenda items as of Wednesday, 11/19/14.	<b>*Note:</b> Change in meeting time.				

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

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

- Use Your Email login...
- Select:
  - o Programs
  - o Query Submittals
  - o Status Drop-down
  - § Pending
- o From the list, Click on the “View” link of each program you wish to review.

**D. Revised Shared Governance Procedures:**

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

1. The following are **actions items** by the Senate and appropriate Senate Subcommittees:

- o New academic programs and new courses (degrees, majors, minors, concentrations, certificates, etc...)
- o Changes to a course level (i.e. changing from 3000 to 4000 level)
- o Adding to or removing a course from the Core Curriculum
- o Changes to course prerequisites that span across colleges
- o Modifying the requirements to complete an academic program, including core curriculum
- o New or modified concentrations within a degree program

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

- o Modifications to XIDS courses (Action Item by the Committee)
- o Changes in admission standards for an academic program
- o Suspending (deactivating) or eliminating (terminating) academic programs
- o Offering an existing academic program more than 95% online
- o Offering an approved academic program more than 50%, but less than 95% online

3. The following are **reviewed by the Senate graduate and undergraduate programs committees to assure quality of academic programs**

- o Comprehensive Program Reviews
- o Academic program and core curriculum learning outcome assessments

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

- o Modifications/additions/deletions to existing academic program learning outcomes, excluding core curriculum
- o Offering less than 25% or 25-50% of an academic program at an off-site location or online (separate notifications for each change)

- o Minor modifications to courses including : course name, description, course learning outcomes, and prerequisites within a college or school
- o Creation or modifications of assessment artifacts
- o Moving an approved course to online delivery (including both “D” and “N” sections)