

University of West Georgia
Graduate Programs Committee
Minutes
January 24, 2013, 9:00 -11:00 am
Education Annex 220

Members Present: (**Note: this list is incomplete and will be revised prior to our 2/28/13 meeting.**)

Debra Cobia	Faculty-COE
Anne Barnhart	Library
Myrna Gantner	Administrator-Academic Affairs
Elizabeth Kramer	Senate-COAH
Kareen Malone	Faculty-COSS
Sandra Thompson	Daculty-RCOB
Doug Turner	Faculty-RCOB
Carol Wilson	Faculty-Nursing

Visitors:

Robert Schaefer	Faculty-COSS
Rob Sanders	Faculty-COSS

1. Minutes 11/29/2012

A. Any Changes, Additions, Modifications

- Corrections to the minutes:
 - Elizabeth Kramer needs to not be associated with History in Appendix A of 11/29/2012 minutes.
 - Under Nursing in Appendix A “They can retake a single course only twice” should read “They can take a single course only twice”

Action: Minutes approved as amended, and amendments made to the minutes.

2. Course/Program Additions, Modifications, Deletions (**following requests can be reviewed at:** <https://apps.westga.edu/catalog/>)

Programs

A) College: College of Social Sciences

Program Changes:

(1) Department: Political Science Department

Program: Master of Urban and Regional Planning

Request: Deactivate

Originator: Schaefer, Robert

Rationale: The provost requests that COSS terminate an academic program. No money will be saved because the MURP program is subsumed in the MPA program. That is, the instructor will continue to teach planning classes but no planning graduate degrees shall be awarded. In addition, tuition revenues will decrease.

Attachment: See Appendix B

Action: Information Item, Approved

Discussion: Political Science Department, Program: Master of Urban and Regional Planning...

Bob Schaefer: Planning is subsumed within the MPA graduate program. Accreditation body for MPA requires 5 faculty members. Planning prof is part of that count of 5.

Myrna Gantner: Spoke about additional budget cuts (the one-time 2% budget cut we were just informed of). All the campuses got a note from the Chancellor and were told to make cuts. She also referenced the salary study (attempts to rectify years and years of abysmal salaries). Programs are being told to address the issue of small class sizes. She counters Bob's comment that closing Planning wouldn't save money by saying that overtime it would save money because we could reallocate faculty. The Provost asked every dean to provide something so the burden wouldn't fall unfairly on any one college.

Elizabeth Kramer: Is the issue of "suspending" or "deactivating" a program just an information item for the Senate? So what can we really do as this committee?

Myrna Gantner: Asked if anyone from Rules is in the room to explain the Revised Shared Governance Procedures.

Elizabeth Kramer: Asked if the goals of UWG are furthered by deactivating the program.

Bob Schaefer: Said "no."

Carol Wilson: Is confused how this can be so important and not an action item.

Kareen Malone: Also wants clarification of what the committee does and who is deciding these things. Does the approval lie solely with the Provost?

Myrna Gantner: Last year there was an issue when a COE program needed approval of the Senate just to change their standards to match accreditation. The question came up of why the Senate should have the ability to reject program changes that directly affect accreditation.

Anne Barnhart: In most cases a college deactivates a program on its own volition. But if this is a matter of a department being coerced, our committee is not able to have the program's back. How can a coerced program chair get faculty support if we are only treating these as information items?

Doug Turner: Pointed out that if the Dean of COSS has "supported" it by signing off on the deactivation, then the Dean of COSS has supported it. Period.

Kareen Malone: Adding more graduate students allows us to have cheaper labor for teaching lower-level courses.

Anne Barnhart: The committee interpreted the rules that we cannot deactivate or terminate any program.

Doug Turner: Said that we can make a recommendation.

Debra Cobia: Said that given the growth of enrollment, deactivation of this program should be reconsidered.

Rob Sanders: Said that it's not just self-sustaining, but profitable.

Elizabeth Kramer: Emphasizes the importance of graduate programs that we have and how UWG benefits.

Rob Sanders: Said that Dr. Jun will probably leave without Planning and then the MPA program's accreditation is threatened.

Debra Cobia: Said we should be careful about emphasizing predictions.

Doug Turner: Said that if Colleges have independent points of authority and COSS says "as a College we want this deactivated" but then Bob comes and says "we don't want this deactivated."

Anne Barnhart: Asks is this a larger issue of faculty governance?

Debra Cobia: Said the deans were told to look at programs with fewer than 15 graduates.

Bob Schaefer: Said the dean does not have authority. The college does not have authority.

Elizabeth Kramer: Asks to whom we make a recommendation. The Senate cannot reconsider this. We can make a recommendation that the Senate examine the issue of graduate programs.

Debra Cobia: Said that if the changing of the rules was to invest more authority in the college and the programs, we now have a case in which that didn't happen. Does the rule change have the desired affect?

Graduate Programs Committee recommends: That the Senate examine the issue of graduate programs and how they align with the mission of the university. The committee (GPC) would also like the Rules Committee to clarify what they intended with the latest procedures to make sure that the desired intent is being carried out.

Course Changes:

(1) Department: Psychology Department

Course: PSYC-9002 DOCTORAL QUALIFYING SEMINAR

Request: Add

Originator: Malone, Kareen R.

Rationale: The doctoral qualifying course serves two purposes. Firstly it prepares a student for comprehensives, which will be presented within the context of the class. Secondly, it allows one to discuss and develop a frame for a dissertation proposal and leads to a proposal draft. The course may be repeated once for credit. Student should have completed all required classes and required hours to enroll

Attachment: Appendix C

Action: Approved

B) College: College of Education

Program Changes:

(1) Department: Leadership and Instruction

a. Program: Post-Baccalaureate Initial Certification in Secondary English Education (Non-degree Initial Certification)

Request: Deactivate

Originator: Frank Butts

Rationale: Students now have the option of gaining post-baccalaureate initial certification through the Master of Arts in Teaching at UWG. This advantages the student by giving them the opportunity to gain a Master's degree and a T-5 certification. Proposed to stop admitting students summer 2013.

Attachment: none

Action: Information Item, Approved

b. Post-Baccalaureate Initial Certification in Secondary Chemistry Education (Non-degree Initial Certification)

Request: Deactivate

Originator: Frank Butts

Rationale: Students now have the option of gaining post-baccalaureate initial certification through the Master of Arts in Teaching at UWG. This advantages the student by giving them the opportunity to gain a Master's degree and a T-5 certification. Proposed to stop admitting students summer 2013.

Attachment: none

Action: Information Item, Approved

c. Program: Post-Baccalaureate Initial Certification in Secondary Biology Education (Non-degree Initial Certification)

Request: Deactivate

Originator: Frank Butts

Rationale: Students now have the option of gaining post-baccalaureate initial certification through the Master of Arts in Teaching at UWG. This advantages the student by giving them the opportunity to gain a Master's degree and a T-5 certification. Proposed to stop admitting students summer 2013.

Attachment: none

Action: Information Item, Approved

d. Program: Post-Baccalaureate Initial Certification in Secondary Mathematics Education (Non-degree Initial Certification)

Request: Deactivate

Originator: Frank Butts

Rationale: Students now have the option of gaining post-baccalaureate initial certification through the Master of Arts in Teaching at UWG. This advantages the student by giving them the opportunity to gain a Master's degree and a T-5 certification. Proposed to stop admitting students summer 2013.

Attachment: none

Action: Information Item, Approved

e. Program: Post-Baccalaureate Initial Certification in Secondary Earth/Space Science Education (Non-degree Initial Certification)

Request: Deactivate

Originator: Frank Butts

Rationale: Students now have the option of gaining post-baccalaureate initial certification through the Master of Arts in Teaching at UWG. This advantages the student by giving them the opportunity to gain a Master's degree and a T-5 certification. Proposed to stop admitting students summer 2013.

Attachment: none

Action: Information Item, Approved

f. Program: Post-Baccalaureate Initial Certification in Secondary Economics Education (Non-degree Initial Certification)

Request: Deactivate

Originator: Frank Butts

Rationale: Students now have the option of gaining post-baccalaureate initial certification through the Master of Arts in Teaching at UWG. This advantages the student by giving them the opportunity to gain a Master's degree and a T-5 certification. Proposed to stop admitting students summer 2013.

Attachment: none

Action: Information Item, Approved

g. Program: Post-Baccalaureate Initial Certification in Secondary History Education (Non-degree Initial Certification)

Request: Deactivate

Originator: Frank Butts

Rationale: Students now have the option of gaining post-baccalaureate initial certification through the Master of Arts in Teaching at UWG. This advantages the student by giving them the opportunity to gain a Master's degree and a T-5 certification. Proposed to stop admitting students summer 2013.

Attachment: none

Action: Information Item, Approved

h. Program: Post-Baccalaureate Initial Certification in Secondary Physics Education (Non-degree Initial Certification)

Request: Deactivate

Originator: Frank Butts

Rationale: Students now have the option of gaining post-baccalaureate initial certification through the Master of Arts in Teaching at UWG. This advantages the student by giving them the opportunity to gain a Master's degree and a T-5 certification. Proposed to stop admitting students summer 2013.

Attachment: none

Action: Information Item, Approved

i. Program: Post-Baccalaureate Initial Certification in Secondary Political Science Education (Non-degree Initial Certification)

Request: Deactivate

Originator: Frank Butts

Rationale: Students now have the option of gaining post-baccalaureate initial certification through the Master of Arts in Teaching at UWG. This advantages the student by giving them the opportunity to gain a Master's degree and a T-5 certification. Proposed to stop admitting students summer 2013.

Attachment: none

Action: Information Item, Approved

j. Program: Post-Baccalaureate Initial Certification in Secondary Broad Field Science Education (Non-degree Initial Certification)

Request: Deactivate

Originator: Frank Butts

Rationale: Students now have the option of gaining post-baccalaureate initial certification through the Master of Arts in Teaching at UWG. This advantages the student by giving them

the opportunity to gain a Master's degree and a T-5 certification. Proposed to stop admitting students summer 2013.

Attachment: none

Action: Information Item, Approved

k. Program: Post-Baccalaureate Initial Certification in Secondary Business Education (Non-degree Initial Certification)

Request: Deactivate

Originator: Frank Butts

Rationale: Students now have the option of gaining post-baccalaureate initial certification through the Master of Arts in Teaching at UWG. This advantages the student by giving them the opportunity to gain a Master's degree and a T-5 certification. Proposed to stop admitting students summer 2013.

Attachment: none

Action: Information Item, Approved

(2) Department: Clinical and Professional Services

a. Program: Post-Baccalaureate Initial Certification in School Counseling (Non-degree Initial Certification)

Request: Deactivate

Originator: Michael T. Garrett

Rationale: The limited number of students interested in this program does not justify faculty time being spent in this area. Proposed to stop admitting students summer 2013.

Attachment: none

Action: Information Item, Approved

b. Program: Endorsement - English to Speakers of Other Languages (ESOL)

Request: Deactivate

Originator: Michael T. Garrett

Rationale: Very few students (1 student Fall 2012; 0 students Fall 2011; 0 students Fall 2010) pursue the ESOL Endorsement, and as such, it does not appear to be needed at this point. Proposed to stop admitting students summer 2013.

Attachment: none

Action: Information Item, Approved

C) College: College of Science and Mathematics

Program Changes:

(1) Department: Geosciences

a. Program: Post-Baccalaureate Certificate in Geographic Information Systems

Request: Modify

Originator: Jeong Seong

Rationale: The Department of Geosciences proposes changing the geographic information systems certificate program (GISCP) to be delivered from face-to-face to 100% online method because of the following reasons:

(1) The GISCP has been offered mainly targeting field professionals who need up-to-date skills in geospatial technology. They can benefit from taking courses via online because of their work schedule and remote locations.

(2) This proposal is for legitimating the current GISCP course delivery method which is 100% online.

Attachment: none

Action: No program representative was present to discuss the request. Request was “tabled” until next GPC meeting.

D) College: Richards College of Business

Program Changes:

(1) Department: Marketing and Real Estate

a. Program: Master of Business Education (Master of Education)

Request: Terminate

Originator: Salil Talpade

Rationale: Proposed to terminate the M.Ed. with certification track due to low enrollment and integration into the MAT program in the College of Education.

Attachment: none

Action: Information Item, Approved

b. Program: Ed.S. with a major in Business Education (Ed.S.)

Request: Terminate

Originator: Salil Talpade

Rationale: Proposed to terminate the Ed.S. due to low enrollment and strategic plans for the future.

Attachment: none

Action: Information Item, Approved

3. Other Business

A. Dr. Gantner’s report on registration conflicts with “special topics course numbers”:

During the November 29th meeting it was discussed that there is a concern related to multiple course offerings, under the same “special topics course number”, which creates the appearance that students are enrolled in multiple sections of the same course. Thus, some students must contact the Registrar in order to achieve enrollment. Dr. Gantner offered to discuss this with the Registrar for a potential technological solution and report back to the GPC.

Discussion: Myrna said that History has special topics courses. This means that students register for a course with the same number even though these aren’t the same course. The proposed solution is to add a letter to the course number to indicate different topics. The letter would always have to represent the same topic.

B. GPC Listserv:

During the November 29, 2012 GPC meeting a suggestion was made to create a “GPC Listserv” in order to keep the program directors/coordinators across campus updated on GPC business which may be of interest. Effective 12/5/2012 the GPC listserv was created and the email address is: GPC@WESTGA.EDU. Please advise me of any additions, revisions and/or deletions to/from the listserv address list that you may have. Thank you Nadya for your suggestion!

C. Grade Replacement Policy sub-committee:

The sub-committee is in the process of gathering data regarding current practices across Colleges and programs for grade replacement (Myrna Gantner, Kareen Malone, Nancy Penco, and John Ponder) and will report on the findings, and possible recommendations for parity at the February 2013 GPC meeting.

4. Adjourn

5. 2012/2013 Meeting Schedule:

A. Graduate Programs Committee Meetings... 2012/2013

Date	Day	Time	Location		Date	Day	Time	Location
1/24/13	Thursday	9:00 – 11am	EA 220		June 2013	TBD		
2/28	Thursday	9:00 – 11am	EA 220		July 2013	TBD		
3/28	Thursday	9:00 – 11am	EA 220					
4/25	Thursday	9:00 – 11am	EA 220					

B. Senate/Agenda Meeting Schedule... 2012/2013

Senate & Executive Committee Meeting Dates	Time/Location		Agenda Deadline
	Senate	Executive Committee	
9/12/12	3:00pm / TLC 1-303	2:00pm / TLC 1-301	9/14/12
10/19/12	3:00pm / TLC 1-303	2:00pm / TLC 1-301	10/12/12
11/16/12	3:00pm / TLC 1-303	2:00pm / TLC 1-301	11/9/12
12/7/12	3:00pm / TLC 1-303	2:00pm / TLC 1-301	11/30/12
1/18/13	3:00pm / TLC 1-303	2:00pm / TLC 1-301	1/11/13
2/15/13	3:00pm / TLC 1-303	2:00pm / TLC 1-301	2/8/13
3/8/13	3:00pm / TLC 1-303	2:00pm / TLC 1-301	3/1/13
4/19/13	3:00pm / TLC 1-303	2:00pm / TLC 1-301	4/12/13
6/21/13	TBD		6/14/13
7/19/13	TBD		7/12/13

Appendix A. Revised Shared Governance Procedures

The process of notification and approval for the creation/modification of academic programs and curriculum is outlined below:

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

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

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

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

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

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

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

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

Appendix B. Revised Shared Governance Procedures
Impact Statement on the Graduate Program: Master in Urban and Planning

Brief Summary

Within the very first month of being charged as the single point of accountability (SPA) for our graduate programs, I met with our new Graduate Studies Associate, Patricia Wells and made it clear that the graduate program, Master in Urban and Regional Planning (MURP) would be deactivated if there was not a significant increase in the number of enrolled students. I made this decision based upon several variables, including but not limited to: low enrollment numbers over the period of a decade, low graduation numbers over the period of a decade, and the current financial situation and challenges that both the University and our College are facing. To further clarify my position, I set a target enrollment of a minimum of ten (10) enrolled students by Fall Semester 2012.

By Fall Semester 2012, there were 13 students enrolled in the MURP program. Of these total 13 students, nine students pay in-state tuition, one student pays out-of state tuition, and three students serve as Graduate Research Assistants and receive tuition waivers.

Nonetheless, economic challenges prevailed and all Deans were asked by the Provost to offer a program to be 'cut.'

Against all arguments from those colleagues who had worked so hard to increase student enrollment in the MURP program I sent the request for 'a program to cut' to our Faculty Council. An account of our Faculty Council's process was authored by Dr. Christopher Aanstoos and is attached to this email. I made the same request of Administrative Council.

On October 3, 2012, during the meeting of Administrative Council a final decision was made and it was agreed that the program Master's in Urban and Regional Planning would be offered as our College's 'cut.' However, it was also agreed that along with the proposal to cut this program I would add an impact statement. Within one week of this decision, the Provost asked for an impact statement as well.

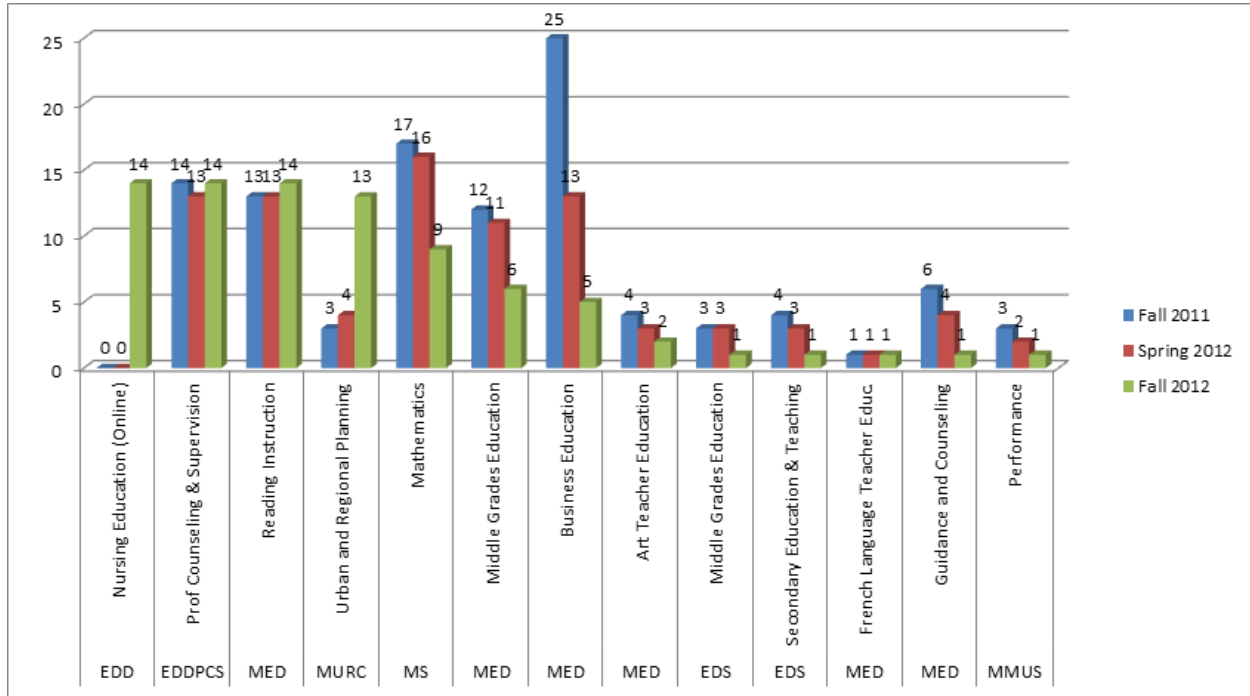
Current State of the MURP Program

There isn't any doubt that the MURP program has had its challenges. Low enrollment and even lower graduation rates have persisted for over a decade. For example, over the last decade only 10 persons have been awarded a Master's degree in Urban and Regional Planning. Indeed, such a track record does not instill hope for the future. Neither does the graduation record of this program meet the BOR definition of a viable program; that is, for a graduate program to be considered viable the program must graduate five (5) students each year.

However, since June, 2011, the time that the Graduate School was closed and individual colleges were given sole responsibility for their respective graduate programs, much has changed. While we cannot yet brag of a higher graduation rate, we can brag about a **significant increase in enrollment**. In fact, in a single year student enrollment in the MURP program grew from 4 to 13 students, representing a 325 % increase. Comparing this increase in enrollment to the increase

in enrollment in all other graduate programs with low enrollment (defined as 14 or fewer enrolled students) the **MURP program is the only program among the low-enrolled graduate programs that has shown a consistently positive increase in student enrollment over the last three semesters** (See Chart 1 below).

Chart 1: Enrollment in Low-Enrolled Graduate Programs over a Three Year Period



As we acknowledge the significant increase in student enrollment it is important as well to acknowledge other program successes. For example, The Chalk Level Planning Project, led by Dr. Hee-Jung Jun, **received an Outstanding Student Project Award from the Georgia Chapter of the American Planning Association.** Undergraduate and graduate students in Dr. Jun’s spring 2012 Housing Community Development course collaborated with the Newnan Urban Redevelopment Authority to develop a plan for the Chalk Level community near downtown Newnan. Students walked the neighborhood, analyzed its strengths and weaknesses, organized a community meeting, and presented final recommendations to Newnan’s URA and Chalk Level residents. An overview of the project was published in the [Georgia Planning Association’s e-magazine](#). Further, a short video about the project can be found at: <http://www.youtube.com/watch?v=ZX8X5mobUQE&feature=relmfu>.

In addition to this outstanding work, UWG MURP graduate and former part-time Political Science Instructor, Janet Hyde, was named Villa Rica Community Development Director in June, 2012. **In every case, graduates of this program have found employment in their field of expertise.**

The future of the MURP program is as bright as the past few months. To be sure, employment opportunities for graduates are positive. According to the Bureau of Labor Statistics, nationally, employment of urban and regional planners is expected to grow 16 percent in the next eight years. Locally, the Georgia Department of Labor projects a seven percent increase in urban and regional planners and a 40.8% increase in Social and Community Service Managers by the year 2018. New program initiatives, such as an increase in the number of courses taught online and the College’s move towards a program of Public Health, are making the MURP program more competitive, both within the state and around the region. And, the attention of a Graduate Studies Associate and real funding from the Dean’s Office is providing the program with the resources that were promised, but never provided in years past.

Taking all of this information together, we would expect to leave the ranks of the low-enrolled graduate programs by the end of the 2012-2013 academic year. (See Chart 2 below).

Chart 2: Enrollment in Low-Enrolled Graduate Programs

Degree	Major (Non-degree Programs)	FA12 Enrollment
EDD	Nursing Education (Online)	14
EDDPCS	Prof Counseling & Supervision	14
MED	Reading Instruction	14
MURP	Urban and Regional Planning	13
MS	Mathematics	9
MED	Middle Grades Education	6
MED	Business Education	5
MED	Art Teacher Education	2
EDS	Middle Grades Education	1
EDS	Secondary Education & Teaching	1
MED	French Language Teacher Educ.	1
MED	Guidance and Counseling	1
MMUS	Performance	1

Impact if Program is Deactivated

A. Student Impact

Obviously, deactivating the MURP program will negatively impact the 13 students who are currently enrolled, the one student who has been admitted and will enter the program in January, 2013, and the two students who have an application in process. **All 16 of these students will lose opportunities.** The most obvious opportunity loss, of course, is that their connections to their alma mater will, at best, be weakened. Opportunities for connections with faculty who taught in the program, as well as peers who graduated from the program, will be damaged if not totally abandoned. Even more frustrating will be the fact that our graduates will no longer have a faculty to turn to for additional mentoring or even letters of recommendation. Suffice it to say that we will lose another important community within our College.

B. College Impact

The deactivation of this program will negatively impact this College in several ways. ‘Cutting’ this program will send the wrong message to our colleagues. After all, we have only had a single year to invest in a program that floundered under the direction of the old Graduate School for more than a decade. However, in a single year we have increased enrollment by 325 % and invested in new initiatives to revitalize this program. Just as important is the fact that urban and regional planning courses are the backbone of a solid public health program and without the MURP program, courses important to a public health program will be missing.

C. University Impact

In addition to the loss of revenue from 13 enrolled students, the deactivation of the MURP program will negatively impact the GIS certificate program in the College of Science and Mathematics. Due to UWG’s commitment to interdisciplinary studies, the GIS program is dependent upon courses within the MURP program and without the MURP program, the necessary courses will not be offered.

D. Community Impact

The College’s stated goal of ‘reaching out to our community’ will be damaged. Already our MURP students have earned recognition at the local level. With the deactivation of this program surrounding communities will no longer be able to be helped by the program. This is particularly critical in light of the fact that there are only two other programs of this kind in the state of Georgia (GA Tech and Savannah State), and not one program of this kind in our service area.

FROM: COSS FACULTY COUNCIL
TO: DEAN OF COSS
October 17, 2012

Dear Dr. McCandless:

In the hope that it might help with the analysis you are preparing of the recent proposal to disband the MURP program, housed in the Department of Political Science, I am happy to provide a summary of the recommendations made by the COSS Faculty Council on this issue, approved at its meeting of September 28, 2012. As you will remember, the Council's recommendations were a response to your request for such, faced as you were with the need to comply with the Provost's requirement that COSS propose one of its programs for elimination. The Council made three recommendations, with the request that these be considered consecutively, that is, if the first was not accepted, then consider the second, and if that was not accepted, then consider the third.

The first recommendation the Council made was that COSS propose eliminating the Organizational Development track, housed in the Department of Psychology. We made this recommendation our first, because we concluded that it was the best course of action for the future well-being of COSS and of the University. The reason we opted to include two follow-up recommendations was because we realized this one might not be acceptable, on account of the fact that the program is currently not being staffed, and therefore would not result in any actual fiscal reductions, at least not this year (see below, however). Nevertheless, it would fulfill the requirement that COSS offer a program for elimination, since it is still a track listed in the catalog. And, indeed, it does have quite a long history, dating back to the 1970's, when Drs. Don Chandler and Mike Arons used to teach hundreds of students taking this track. Subsequent to Dr. Chandler's retirement, Bruce Brewer, a university administrator taught in this program on a part-time basis. The department eventually replaced Dr. Arons' participation in the program by hiring a new faculty member specifically to grow the program back to levels it had not maintained: Dr. Ted Hill. Eventually, Drs. Hill and Arons, and Bruce Brewer all retired, and at that point the program became inactive, but the department kept it "on the books" with the understanding that this was a track we wanted to be able revive again. So, under those circumstances, Faculty Council unanimously recommended this program as the one to offer for elimination.

In the event that this first proposal would not be accepted, the Council then (again unanimously) recommended that COSS offer two programs, one that had just been eliminated, and one in the process of being eliminated: the Psy.D. program and the B.A. in Mass Comm. Again, we did understand, given that these programs were "on the way out" (both being replaced – by the Ph.D. in Psychology and the B.S. in Mass Comm respectively), this proposal may not be accepted either. But in making it, we wanted to emphasize that both departments involved could have opted to ask to keep their old programs and add the new ones, rather than replace the old ones with the new ones. (Indeed, at least in Psychology, this was the initial aspiration; and other departments do have both B.S. and B.A. programs.) The point we sought to make was that COSS was already proactively cutting back, and therefore had already contributed its "fair share" to this process. Having gotten "out in front" of this one, it should not be punished for that by being made to do "double duty."

It was only in the event that this second proposal was not accepted that Council then voted to recommend the MURP program as its third alternative. We did this with great reluctance, for two reasons: first, we were aware that the program, which had started out quite small, had just this year begun to "take off," and was now emerging as a healthy size, and likely to be able to continue to be so.

The Department of Political Science had hired a new faculty member in 2010, Dr. Jun, to devote herself to this program, and it was evident how quickly her efforts were bearing fruit. The second reason for our

reluctance was our recognition that eliminating this program would not actually save any money either. The professor would continue to teach, the courses would continue to be offered, the students would continue to take them, the only difference would be that, upon graduation, they would be given only an M.P.A. degree, rather than the more specific credential (the Master's in URP) that would allow them to compete more effectively for the jobs for which they were being educated. So, it seemed to the Council that eliminating this program would be, well, essentially similar to eliminating the Organizational

Development track in its fiscal impact, except that this one would actually hurt our students. Thank you for your due diligence in seeking this further input. I am so grateful to you for your consistently outstanding engagement with the Faculty Council, and your valuing the perspective we can provide working together with you on these important issues. Of course I realize that we will not always get our preference but (especially when we don't) I think it is important that we "let the record show" what the issues were as clearly as possible, so that future decision making may take that into account.

Sincerely,
Christopher M. Aanstoos
Chair, COSS Faculty Council

APPENDIX C

PSYCHOLOGY 9XXX: DOCTORAL QUALIFYING SEMINAR

Instructor Information:

Lisa M. Osbeck, Ph.D.

office: 113 Melson Hall

office hours: MW 8-9:30, 2:30-5:30 and by appointment

email: losbeck@westga.edu; losbeck@gmail.com

phone: 678-839-0606

Course Overview and Objectives:

The course is designed to serve two important purposes as you transition from doctoral student to doctoral candidate:

1) Comprehensive Oral Examination

First, you will demonstrate your accurate grasp and original reflection on

a) ideas, concepts, and research findings to which you have been exposed in the required core and foundations courses for the doctoral program;

b) any elective courses important to your scholarly development.

You will demonstrate grasp and reflection in the form of an oral presentation in which you describe how you are currently integrating course material into an original line of scholarship and thinking, and how you see your future research, scholarship, and practice developing from your current integrative effort.

You will be expected to answer questions on your presentation.

The presentation will be attended by two faculty members additional to the course instructor. The three attendant faculty must agree that the presentation and responses to questions demonstrate satisfactory learning and original thought at the level expected of a doctoral candidate. Unsatisfactory performance will require a second presentation at a time determined by the faculty. After two unsatisfactory demonstrations, the student will not be allowed to continue in the doctoral program.

2) Preparation of Dissertation Proposal

The course will assist students in identifying and/or refining a dissertation topic, forming a dissertation committee, and drafting a proposal that can be distributed to the committee in preparation for a proposal defense meeting.

We will use several texts to cover basic issues in proposal writing that apply across topic and research method. You will be expected to bring in updated drafts on a regular basis and share them with the class for feedback. A draft of an entire proposal [problem statement/research question, literature review, and methods section] will be required for successful completion of the course. The specific details of your proposal will be worked out with the cooperation of your thesis advisor, as appropriate to your research question and method.

NOTE: Successful completion of a proposal draft for the purposes of the course does not guarantee

successful proposal defense with your committee. The course is intended as only a step toward successful proposal defense.

Expectations and Grading:

You are expected to attend all classes whether or not you are presenting or your own work. You are also expected to participate by offering commentary on others' work and ideas and by presenting your own on a regular basis. If you must miss a class, you are expected to discuss in advance the reasons for your absence with the instructor. Regular, high quality participation and successful completion of a dissertation proposal will result in an A grade for the course.

Required Texts

Krathwohl, D. & Smith, N. (2005). *How to prepare a dissertation proposal*. Syracuse, NY. Syracuse University Press.

Single, P. (2010). *Demystifying dissertation writing*. Sterling, VA: Stylus.

Booth, W., Colomb, G., & Williams, J. (2003, 2008). *The craft of research* (2nd or 3rd edition). Chicago: University of Chicago Press.

Optional Text

Wertz, F., Charmaz, L., Josselson, R., Anderson, R., & McSpadden, E. (2011). *Five ways of doing qualitative analysis*. New York: Guilford Press.

Schedule

Overview:

- January will involve the preparatory phase of proposal preparation, covering basic issues, question/problem formulation, and literature review.
- Comprehensives will take place during February, one student per session. Meanwhile, continue to work on your proposals
- March & April will involve further development of dissertation proposals.
- We will have a 'dress rehearsal' at the end of class to give you an opportunity to present your proposal formally to the class.

January

9 Introductions and Orientation

11 Research Overview:

Booth, Colomb, & Williams, pt. 1

Answer questions on checklist, p. 32-33 for BOTH dissertation proposal and comprehensive exam.

18 Academic 'habits'; Choosing a topic and advisor

Single, chapter 1 & 2, 8 & 9

- 23 Nature and Functions of a Proposal
Krathwohl & Smith, Part 1 (chaps 1-3)
- 25 Research questions and Problem Formulation
Booth, Colomb, & Williams, chaps. 3 ,4, 14
Krathwohl & Smith, chap. 4
Single, chap. 6
- 30 The Literature Review and Argument
Booth, Colomb, & Williams, chaps. 5-11
Single, chaps 3-5, 7

February

- 1-6 Preparing for Comprehensives
- 8 Presentation 1
- 13 Presentation 2
- 15 Presentation 3
- 20 Presentation 4
- 27 Presentation 5
- 29 Presentation 6

February Reading

Wertz, et. al, pt. I (pp. 1-97) + whatever is relevant to your project!
Osbeck, Malone, Nersessian & Newstetter, Chapter 2 (distributed in class)

March

- 5-7 Recap and Update:
**Draft of Introduction* DUE IN CLASS (including problem statement and literature review)
- 12-14 The Methods Section
Krathwohl & Smith, chaps. 5 & 6
- 19- 21 Spring Break
- 26-28 Special Considerations for Various Methods
Krahwohl & Smith, chaps. 7-9
Wertz et al., p. II

April

- 2-4 Revising; seeking funding for proposals
Single, chap. 10
Booth, Colomb, & Williams, chap. 13

Krathwohl & Smith, chap. 14

**Rough Draft of Entire Proposal DUE IN CLASS*

9-15 DRESS REHEARSAL
(and exam week)

April 25 *Final Drafts Due*