

## MEMORANDUM

**To:** Graduate Curriculum Committee

**From:** Sara Connor, Dean of Enrollment Services and Graduate Studies

**Date:** February 10, 2004

**Subject:** Minutes for February 5, 2004 Graduate Curriculum Committee

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The Graduate Curriculum Committee met in Victor Hall 219, Thursday, February 5 at 1:30 p.m. Those in attendance included: Sara Connor, Jane Wong (visitor), Mike Price, Michael Lariscy (visitor), Karen Hollinger, Joyce Bergin, and Maryellen Cosgrove (visitor).

- I. Minutes of November 5, 2003 meeting approved.
- II. The following changes in the College of Arts and Sciences were approved:

A. Department of Psychology

Request for change to the title and course description for PSYC 5150G (Leadership in Conflict Resolution)

1. PSYC 5150G ~~LEADERSHIP IN CONFLICT RESOLUTION~~ 3-0-3

Social processes of conflict between parties (individuals or groups) and techniques for collaborative resolutions, with ~~Special~~ emphasis is ~~placed~~ on mediation processes.

Rationale: With the addition of PSYC 3300 (Leadership and Group Dynamics) to our course offerings, the course titles are too similar and perhaps easily confused one with the other. "Conflict Resolution" is more descriptive of the content of the course. The revised course description is more concise.

B. History

1. *The following has been **approved** and forwarded to the Graduate Committee for review:*

**Create** the following course:

**HIST 5100 U/G TOPICS IN LATIN AMERICAN HISTORY 3-0-3**

Prerequisite: HIST 1111 or HIST 1112, or permission of the instructor

Description: Detailed analysis of a specific problem, theme, or topic in Latin American history. May be repeated as topics vary.

Rationale: There are no Latin American history course offerings at the graduate level. At the undergraduate level, students interested in concentrating in Latin American history are limited to HIST 3100, History of Latin America to 1850 and HIST 3150, History of Latin American since 1850. This course also supports the Certificate in Latin American Studies.

Effective Term: Spring 2004

CURCAT:

Major Department: History

Can course be repeated for additional credit? yes

Maximum Number of Credit Hours: 6

Grading Mode: normal

Instruction Type: lecture

### **III. The following changes in the College of Health Professions were approved:**

#### **A. Health Sciences**

##### **1. Create MHSA 8500 – Leadership Seminar 3-0-3**

Prerequisite: Permission of Instructor

Description: Explores a variety of leadership theories and principles and examines historical and contemporary examples of leadership. Focuses on developing a lifelong orientation to enhancing leadership skills and style.

Rationale: This course will be an elective in the MHSA program. No course currently exists that allow for the development/refinement of managerial leadership skills.

Effective Term: Spring 2004

CURCAT:

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum Number of Credit Hours: 3**

**Grading Mode: normal**

**Instruction Type: seminar**

##### **2. Delete MHSA 8525-Health Informatics 3-0-3**

Rationale: This course content will be included in a new course.

##### **3. Delete MHSA 7660–Quantitative Methods for Health Care Decision Making 3-0-3**

Rationale: This course content will be included in a new course.

##### **4. Create MHSA 8650 Operations Management Methods in Health Care 3-0-3**

Prerequisites: PUBH 7110, PUBH 7200

Description: Application of various quantitative methods of analysis to support operations-based decision making within contemporary health services organizations.

Rationale: This will be a required course in the MHSA program of study. This course is created to combine the essential elements of two existing courses in the MHSA program of study – MHSA 7660 – Quantitative Methods for Health Care Decision Making and

MHSA 8625 – Health Informatics. New accreditation criteria dictate the need for this change.

**CURCAT:**

**Major Department: Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum Number of Credit Hours: 3**

**Grading Mode: normal**

**Instruction Type: lecture**

**5. Change course title.**

MHSA 8861 ~~Organizational/Administrative Theory in Health Care~~ 3-0-3 **Organizational Theory and Behavior in Health Care**

Rationale: The new title is more consistent with the content of the course as currently structured.

**6. Modify the Master of Health Services Administration Program of Study as follows**

**Remove MHSA 7660 and MHSA 8625 and add MHSA 8650 and one three hour elective.**

**Change the course title of MHSA 8861**

Hours 48

PUBH 7100	Foundations of Public Health Concepts and Administration	3-0-3
PUBH 7110	Epidemiology	3-0-3
PUBH 7200	Biostatistics	3-0-3
MHSA 7300	Managerial Accounting in Health Care	3-0-3
MHSA 7650	Human Resources Management in Health Care	3-0-3
<del>MHSA 7660</del>	<del>Quantitative Methods for Health Care Decision Making</del>	<del>3-0-3</del>
MHSA 7700	Quality Management Methods in Health Care	3-0-3
MHSA 7750	Risk Management and Insurance in Health Care	3-0-3
MHSA 8610	Health Care Economics	3-0-3
<del>MHSA 8625</del>	<del>Health Care Informatics</del>	<del>3-0-3</del>
MHSA 8630	Health Care Financial Management	3-0-3
MHSA 8635	Health Politics and Policy	3-0-3
<b>MHSA 8650</b>	<b>Operations Management Methods in Health Care</b>	<b>3-0-3</b>
MHSA 8861	<del>Organizational/Administrative Theory in Health Care</del> <b>Organizational Theory and Behavior in Health Care</b>	3-0-3
MHSA 8863	Health Care Strategic Marketing & Planning	3-0-3
MHSA 8864	Legal/Ethical Environment of Health Care	3-0-3
MHSA 8911	Health Services Admin. Practicum I	V-V-2
MHSA 8912	Health Services Admin Practicum II	V-V-1
<b>Elective</b>	<b>Elective</b>	<b>3-0-3</b>

**7. Change course prerequisite**

SMED 5070 Theory and Methodology of Strength and Conditioning 3-0-3

Prerequisite: ~~SMED 5300, SMED 5060~~ **None**

Rationale: Course content changes have negated the need for these prerequisites.

### **8. Change course prerequisite**

SMED 7050 Drugs and Ergogenic Aids in Sports Medicine 2-0-2

Prerequisite: PUBH 5550G or permission of instructor ~~None~~

Rationale: Course content changes have negated the need for these prerequisites.

## **IV. The following changes were approved in the College of Education:**

### **A. Early Childhood Education**

1. CREATE the following course for alternative preparation teacher candidates.

**ECEG 7812 Provisional Internship II 3-6-3**

**Prerequisite: ECEG7811 and admission to the College of Education.**

**Description: Guided supervision for a second semester by college faculty for students who hold teaching positions in a P-5 classroom in an accredited school. Students will earn a "S" or "U" grade.**

Rationale: The addition of a second semester of internship will be in compliance with the Georgia Professional Standards Commission.

**Effective Term: Fall 2004**

**CURCAT:**

**Major Department: College of Education/ Department of ECE**

**Can course be repeated for additional credit? No**

**Maximum number of credit hours: 3**

**Grading mode: S or U**

**Instruction Type: Internship**

2. CREATE the following course for alternative preparation teacher candidates.

**ECEG 8060 Professional Practices 3-0-3**

**Prerequisite: Admission to the College of Education**

**Description: Designed for new teacher candidates seeking P-5 certification. Course addresses legal issues and best-practices of pedagogy.**

Rationale: Based on feedback from building principals, newly hired teachers need to have a foundation in school law and an introduction to best-practices in pedagogy.

**Effective Term: Summer 2004**

**CURCAT:**

**Major Department: College of Education/Dept. of ECE**

**Can course be repeated for additional credit? No**

**Maximum number of credit hours: 3**

**Grading Mode: normal**

**Instruction Type: lecture**

3. CREATE the following course for the alternative preparation

teacher candidates.

**ECEG 8090 – Classroom Management 3-0-3-**

**Prerequisites – Admission to the College of Education**

**Description: Designed to explore the interaction of the characteristics of P-5 learners and pedagogy. Emphasis will be placed on classroom manage and discipline.**

Rationale: Based on feedback from building principals, novice teachers need to take a course in classroom management.

**Effective Term – Fall 2004**

**CURCAT:**

**Major Department: College of Education – Dept. of ECE**

**Can course be repeated for additional credit? No**

**Maximum number of credit hours: 3**

**Grading Mode: normal**

**Instruction Type: lecture**

**4. MODIFY the Program of Study for the alternative preparation teacher candidates as follows:**

Content Courses – 21 credits 48 hours

ECEG 7030 Social Studies Methods 3-0-3

ECEG 7050 Mathematics Methods 3-0-3

ECEG 8010 Science Methods 3-0-3

ECEG 7080 Creative Activities Methods 3-0-3

ECEG 7150 Teaching Reading 3-0-3

ECEG 7000 Language Arts Methods 3-0-3

ECEG 7190 Diagnosis and Remediation 3-0-3

Pedagogy Courses – 12 credits

EEXE 5200 Educating Students with Disabilities 3-0-3

ECEG 7090 Curriculum and Methods, P-5 3-0-3

ECEG 7070 Cross-Cultural Communication 3-0-3

**ECEG 8090 Classroom Management 3-0-3**

Field Experiences – 6 credits

ECEG 7811 Provisional Internship I 3-6-3

**ECEG 7812 Provisional Internship II 3-6-3**

Foundations Courses – 9 credits

ECEG 7110 Advanced Child Growth and Dev. 3-0-3

**ECEG 8060 Professional Practices 3-0-3**

FOUN 7060 Educational Research 3-0-3

**5. DELETE ECEG / MGED / SCED 5100 –**

**Understanding Readers and the Reading Process 3-0-3**

Rationale: Since this is the first of three courses leading to the P-12 reading endorsement, the three prefixes are misleading.

**6. CREATE RDEN 8070 –**

**Understanding Readers and the Reading Process 3-0-3**

**Pre-requisites – none**

**Description: Major theories underlying reading and the teaching of reading, current topics and issues in the literacy field, variety of teaching strategies and an introduction to past and present literacy scholars and their contributions to the teaching of reading. The first of three courses that will lead to a P-12 reading endorsement certificate.**

Rationale: The consolidation of ECEG, MGED, and SCED prefixes will be more efficient. The increase from the 5000 to the 8000 level will also eliminate inexperienced teachers and /or graduating seniors from attempting to take this course. Furthermore, many students who enroll in the reading endorsement sequence have already earned an advanced degree.

**Effective Term – Summer 2004**

**CURCAT:**

**Major Department: College of Education – ECE**

**Can course be repeated for additional credit? No**

**Maximum number of credit hours: 3**

**Grading Mode: normal**

**Instruction Type: lecture**

**7. Delete ECEG, MGED, SCED 5110**

**Linking Literacy Assessment to Instruction**

**3-0-3**

Rationale: Since this is the second of three courses leading to the P-12 reading endorsement, the three prefixes are misleading.

**8. CREATE RDEN 8071**

**Linking Literacy Assessment to Instruction 3-0-3**

**Prerequisite: RDEN 8070**

**Description: Emphasis include understanding and applying a variety of assessment techniques and making informed decisions based on the assessment data. The second of three courses that will lead to a P-12 reading endorsement certificate.**

**Effective Term: Summer 2004**

Rationale: The consolidation of the three prefixes ECEG, MGED and SCED will be more efficient. The increase from the 5000 to the 8000 level will also eliminate inexperienced teachers and/or graduating seniors from attempting to take this course. Furthermore, many students who enroll in the reading endorsement sequence have already earned advanced degrees.

**CURCAT:**

**Major Department: College of Education – ECE**

**Can course be repeated for additional credit? No**

**Maximum number of credit hours – 3**

**Grading mode: normal**

**Instruction Type: lecture**

**9. DELETE ECEG / MGED / SCED 5120**

**Instructional Strategies in the Content Areas**

**3-0-3**

Rationale: Since this is the third of three courses leading to The P-12 reading endorsement, the three prefixes are misleading.

**10. CREATE RDEN 8072**

**Instructional Strategies in the Content Areas 3-0-3**

**Description: Reading strategies applicable to a P-12 content area. The third of three courses that will lead to the P-12**

**Reading endorsement certificate.**

**Prerequisites: RDEN 8071**

**Effective Term: Fall 2004**

Rationale: The consolidation of the three prefixes ECEG, MGED and SCED will be more efficient. The increase from the 5000 to the 8000 level will also eliminate inexperienced teachers and /or graduating seniors from attempting to take this course. Furthermore students who enroll in this course have already earned advanced degrees.

**CURCAT:**

**Major Department: College of Education – ECE**

**Can course be repeated for additional credit? No**

**Maximum number of credit hours: 3**

**Grading Mode: normal**

**Instruction Type: lecture**

**11. CREATE A Reading Endorsement Certificate**

Rationale: The Georgia Board of Regents approved granting

A Reading Endorsement Certificate in April 1999 to candidates who complete the three courses:

Understanding Readers and the Reading Process,

Linking Literacy Assessment to Instruction, and

Instructional Strategies in the Content Areas.

**Effective Term: Summer 2004**

**12. CREATE ESOL 6130**

**Field Experience for ESL/Bilingual Teachers 3-6-3**

**Prerequisite: None**

**Corequisite: ESOL 6100 or 6110 or 6120**

**Description: Purpose of this course is to assist the P-12 teacher in the study and application of experiences in the field to teach English to speakers of other languages.**

**Effective Term: Summer 2004**

Rationale: The addition of this fourth ESOL course is in compliance with the 2003 TESOL standards for endorsement.

**CURCAT:**

**Major Department: College of Education – ECE**

**Can course be repeated for additional credit? No**

**Maximum number of credit hours: 3**

**Grading mode: normal**

**Instruction Type: internship**

B. Middle, Secondary and Adult Education

7. **DELETE MGED 7510 (2 credits), MGED 7520 (2 credits), MGED 7530 (1 credit) and MGED 7540 (1 credit).**

Rationale: The two and one credit courses cause financial aid problems with students who need to register for three or six credits.

8. CREATE the following course for alternative preparation teacher candidates.

**MGED 7811 Provision Internship I 3-6-3**

**Prerequisite: Admission to the College of Education.**

**Description: Guided supervision for one semester by college faculty for students who hold teaching positions in a 4-8 classroom in an accredited school. Students will earn a "S" or "U" grade.**

Rationale: One three-credit course will be more efficient and in compliance with the Georgia Professional Standards Commission.

**Effective Term: Fall 2004**

**CURCAT:**

**Major Department: College of Education, MSAE**

**Can course be repeated for additional credit? No**

**Maximum number of credit hours: 3**

**Grading Mode: S or U**

**Instruction Type: Internship**

3. CREATE the following course for alternative preparation teacher candidates.

**MGED 7812 Provisional Internship II 3-6-3**

**Prerequisite: MGED 7811 and admission to the College of Education.**

**Description: Guided supervision for a second semester by college faculty for students who hold teaching positions in a 4-8 classroom in an accredited school. Students will earn a "S" or "U" grade.**

Rationale: The addition of a second semester of internship will be in compliance with the Georgia Professional Standards Commission.

**Effective Term: Fall 2004**

**CURCAT:**

**Major Department: College of Education/ Department -MSAE**

**Can course be repeated for additional credit? No**

**Maximum number of credit hours: 3**

**Grading mode: S or U**

**Instruction Type: Internship**

4. CREATE the following course for alternative preparation teacher candidates.

**MGED 8060 Professional Practices 3-0-3**

**Prerequisite: Admission to the College of Education**



**Description: Designed for new teacher candidates seeking 4-8 certification. Course addresses legal issues and best-practices of pedagogy.**

Rationale: Based on feedback from building principals, newly hired teachers need to have a foundation in school law and an introduction to best-practices in pedagogy.

**Effective Term: Summer 2004**

**CURCAT:**

**Major Department: College of Education - MSAE**

**Can course be repeated for additional credit? No**

**Maximum number of credit hours: 3**

**Grading Mode: normal**

**Instruction Type: lecture**

5. CREATE the following course for alternative preparation teacher candidates.

**MGED 8090 – Classroom Management 3-0-3**

**Prerequisites – Admission to the College of Education**

**Description: Designed to explore the interaction of the characteristics of 4-8learners and pedagogy. Emphasis will be placed on classroom manage and discipline.**

Rationale: Based on feedback from building principals, novice teachers need to take a course in classroom management.

**Effective Term – Fall 2004**

**CURCAT:**

**Major Department: College of Education – Dept. of MSAE**

**Can course be repeated for additional credit? No**

**Maximum number of credit hours: 3**

**Grading Mode: normal**

**Instruction Type: lecture**

6. **MODIFY the Program of Study for the alternative preparation teacher candidates as follows:**

Content Courses – minimum of 12 credits\*

MGED 7050 Teaching Reading in the Middle School 3-0-3

Primary Concentration \* 3-0-3

Primary Concentration \* 3-0-3

Secondary Concentration \* 3-0-3

Pedagogy Courses – 9 credits

EEXE 5200 Educating Students with Disabilities 3-0-3

MGED 7400 Nature and Curriculum Needs of Adol. Learner 3-0-3

**MGED 8090 Classroom Management 3-0-3**

Field Experiences – 6 credits

**MGED 7811 Provisional Internship I 3-6-3**

**MGED 7812 Provisional Internship II** 3-6-3

Foundations Courses – 9 credits

MGED 8050 Advanced Learning Theories 3-0-3

**ECEG 8060 Professional Practices** 3-0-3

FOUN 7060 Educational Research 3-0-3

- Some students may have to take additional content courses Depending upon their undergraduate transcript analysis.

7. Modify the Program of Study – Adult Education

Professional Education – 3 credits

FOUN 7060 – Education Research 3-0-3

Adult Education Core – 15 credits

ADED 7100 Introduction to Adult Education 3-0-3

ADED 7110 Psychology of Adult Learning:  
How Adults Learn 3-0-3

ADED 7120 Adult Education: Strategies and  
Resources 3-0-3

ADED 7130 Multicultural Issues in Adult  
Education 3-0-3

ADED 7140 Workplace Application 3-0-3

Specialized Content – 9 hours

HRVD 7400 Human Resource Development  
Theory and Practice 3-0-3

HRVD 7410 Organizational Theory and Practice 3-0-3

HRVD 7420 Management and Leadership  
Behavior 3-0-3

Or

ADED 7200 Theory of Adult Literacy 3-0-3

ADED 721- Communication Skills in Low  
Literate Adults 3-0-3

ADED 7220 Literate Communities 3-0-3

Or

ADED 7300 Instructional Design and Dev. 3-0-3

ADED 7310 Online Learning Environment 3-0-3

ADED 7320 Multimedia Design 3-0-3

**Approved Electives – Select one course from above with  
Advisor approval – 3 credits**

~~ADED 7330 Current Topics in Instructional Tech. 3-0-3~~

~~TECH 5000G Integrating Technology 3-0-3~~

~~FOUN 5010G Educational Tests and Measurement 3-0-3~~

~~FOUN 7120 Technology Applications for Teachers 3-0-3~~

Rationale: The four courses listed under approved electives  
Are rarely offered.

**Respectfully Submitted,**

**Chris Hansen**  
**Admin. Specialist**