

Armstrong

GRADUATE CURRICULUM COMMITTEE

University Hall 282

Minutes, February 22, 2012

PRESENT: Carol Andrews (Chair), Allison Belzer, John Hobe, Brenda Logan, Sara Plasphol, Helen Taggart, Phyllis Panhorst (Catalog Editor)

ABSENT: Ashraf Saad

GUESTS: Joyce Bergin, Tom Cato, Mark Finlay, Patricia Holt, Delana Nivens, Regina Rahimi, Patricia Wachholz, Jane Wong

CALL TO ORDER. The meeting was called to order at 2:05 p.m. by Dr. Carol Andrews.

APPROVAL OF MINUTES. The minutes of January 25, 2012 were approved as presented.

ITEMS

I. College of Education

A. Adolescent and Adult Education

Items 1-19 from the Department of Adolescent and Adult Education were discussed and approved by the committee.

1. Modify the following course:

FOUN 7035 Educational Assessment **for Instructional Improvement** 3-0-3

Prerequisites: None

Description: ~~Covers~~ Methods of formal and informal assessment as well as an analysis of assessment findings required to make instructional decisions to **improve student learning in P-12 educational settings.**

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. The changes in the course name and description reflect the new emphasis in program standards on instructional improvement.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

2. **Modify the following course:** 3-0-3

FOUN 7040 Advanced Theories of Curriculum and Learning Theory Instruction

Prerequisites: None

Description: Explores the theoretical frameworks supporting various curricular and instructional models, historical and contemporary issues in curriculum development, and the nature and purpose of curriculum change. This course prepares the master teacher to understand the ~~Examines~~ theoretical constructs that undergird modern classroom instruction and assessment practices and to use effective paradigms of instruction through examining design and evaluation of curriculum. ~~New theories, including those from current brain research and their impact on instruction will be explored.~~

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. The changes in the course name and description more accurately represent the change in the course content in addressing the new standards.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

3. **Create the following course:**

FOUN 7045 Educational Psychology and Learning Theory 3-0-3

Prerequisites: None

Description: Analysis of major learning theories as they apply to curriculum, pedagogical content, student learning and assessment of learning. Emphasis on cognitive, physical, emotional, and social factors that influence learning.

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students with an understanding of how to apply learning theory to curriculum development, instruction, and assessment.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

CURCAT:

Major Department: Adolescent and Adult Learning

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

4. **Create the following course:**

CURR 7123 Advanced Instruction for Diverse Learners 3-0-3

Prerequisites: None

Description: Explores the role of student diversity in curriculum and instructional development. Emphasizes examination of educational issues surrounding student diversity from historical and contemporary perspectives and examines the use of educational data to determine the instructional needs of students.

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students opportunities to examine how diverse experiences can shape curriculum and instruction.

Effective Term (for catalog purposes): Fall 2012
Effective Term (for Banner purposes): Spring 2013

CURCAT:

Major Department: Adolescent and Adult Learning

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

5. Create the following course:

CURR 7124 Program Evaluation for Curriculum Improvement 3-0-3

Prerequisites: FOUN 7035, FOUN 7040

Description: Focus on developing and applying skills in program evaluation, alignment of curriculum with pedagogical content, state and national standards, and utilizing data and research for the improvement of P-12 educational programs.

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students with opportunities to interpret educational research on best practices for content pedagogy and analyzing student performance data to make sound programmatic decisions.

Effective Term (for catalog purposes): Fall 2012
Effective Term (for Banner purposes): Spring 2013

CURCAT:

Major Department: Adolescent and Adult Learning

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

6. Create the Following Course:**CURR 7125 Literacy for Content Area Instruction****3-0-3****Prerequisites: None****Description: Examination of the current theory, research and practice involving literacy for developing and deepening content instruction in P-12 educational settings. Emphasizes literacy skills and the impact of curriculum and instruction on those skills in content areas.**

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students the opportunity to examine the principles of content area literacy to impact student learning

Effective Term (for catalog purposes): Fall 2012**Effective Term (for Banner purposes): Spring 2013****CURCAT:****Major Department: Adolescent and Adult Learning****Can Course be repeated for additional credit? No****Maximum Number of Credit Hours: 3****Grading Mode: Normal****Instruction Type: Lecture****Course Equivalent: None****7. Create the Following Course:****CURR 7126 Change Processes for Curriculum Development****3-V-3****Prerequisites: CURR 7124****Description: Focuses on processes for development and implementation of innovations and effective practices in curriculum, pedagogy, and assessment. Emphasis on knowledge base and skills to support collaboration and professionalism leading to improvement in curriculum and student learning at all levels of the P-12 system. Candidates are expected to engage in experiences working directly with instructional coaches, curriculum specialists, or other instructional leaders during this course. A field experience is required.**

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students the opportunity to understand the role of instructional leader and the processes involved in curricular and instructional change.

Effective Term (for catalog purposes): Fall 2012**Effective Term (for Banner purposes): Spring 2013****CURCAT:**

Major Department: Adolescent and Adult Learning
Can Course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: None

8. Create the following course:

CURR 7200 Seminar in Applied Research in Curriculum and Instruction 1-V-4

Prerequisites: CURR 7126 and Permission of Instructor

Description: Capstone course for the Master of Education in Curriculum and Instruction. Candidates will conduct research, analyze data, and apply best practice to the developments and implementation of improvements in curriculum and instruction in a content area. Candidates will be required to submit their capstone projects for publication or presentation.

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students with the opportunity to demonstrate their understanding of curriculum development, instructional design, and assessment of student learning for instructional/curricular improvement.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

CURCAT:

Major Department: Adolescent and Adult Learning

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 4

Grading Mode: Normal

Instruction Type: Seminar

Course Equivalent: No

9. Modify the following program of study:

Master of Education in Curriculum and Instruction Program of Study

A. Professional Education (12 hours)

FOUN 7035 Educational Assessment **for Instructional Improvement**..... 3

FOUN 7060 Educational Research..... 3

FOUN 7040 ~~Curriculum and Learning Theory~~ **Advanced Theories of Curriculum and Instruction** 3

FOUN 7045 Educational Psychology and Learning Theory..... 3

~~FOUN 7010 History of Education or FOUN 7030 Social Foundations of Education~~ 3

PECI 7000 Sport History (restricted to Health and Physical Education Majors).....	3
B. Research Seminar (2 hours)	
FOUN 7065 Field Based Research Seminar.....	2
B. Professional Courses (12 hours)	
C. Education Courses (6 hours)	
FOUN 7050 Multicultural Education	3
PECI 7100 Cultural Aspects of Sports (restricted to Health and Physical Education Majors).....	3
FOUN 7002 Designing Curriculum for Effective Teaching and Learning	3
PECI 7500 Instructional Strategies and Design in Health and Physical Education (restricted to Health and Physical Education Majors)	3
CURR 7123 Advanced Instruction for Diverse Learners	3
CURR 7124 Program Evaluation for Curriculum Improvement.....	3
CURR 7125 Literacy for Content Area Instruction.....	3
CURR 7126 Change Processes for Curriculum Development.....	3
D. C. Approved Electives (9 6 hours)	
Up to nine Six hours of graduate level content courses with advisor approval. These courses are designed to advance content knowledge. Electives should reflect candidate’s area of concentration. credit can be taken outside the College of Education in a specialized content area in which the candidate holds clear- renewable teacher certification. Electives require approval by the candidate’s assigned advisor.	
EDUC 6400 Coastal Savannah Writing Project	6
FOUN 7100 Selected Topics in Foundations of Education.....	3
MGED 7070 Teaching Cross Cultural Communications	3
PECI 7300 Physical Activity in Youth (restricted to Health and Physical Education Majors).....	3
PECI 7400 Adaptive Physical Education (restricted to Health and Physical Education Majors).....	3

PECI 7200 Movement Education (restricted to Health and Physical Education Majors)	3
D. Culminating Experiences (4 hours)	
FOUN 7070 Field Based Research	4
CURR 7200 Seminar in Applied Research in Curriculum and Instruction	4
TOTAL	33-34 hours

Rationale: The changes to the program of study for the Master of Education in Curriculum and Instruction have been made to meet substantive changes in certification standards set by the Georgia Professional Standards Commission (GA PSC) under rule 505-3-.55. Once formally approved by the GA PSC, this program will prepare completers for the new Georgia P-12 Service (S) Certificate in Curriculum and Instruction that will allow them to provide support and service at all levels of the P-12 educational system. This will be the first such service certificate offered at Armstrong.

Effective Term (for catalog purposes): Fall 2012

10. Modify the following course:

AEDE 7120 Program Planning and Evaluation 3-0-3
 Description: A technology enhanced, community based initiative logic model course that includes **a the study and implementation of** systematic process of situation analysis, with needs assessment, priority setting, program action and evaluation, participants in this course plan and implement a high quality adult education program

Rationale: The addition better reflects the focus of the course.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

11. Modify the following course:

AEDE 7200 Theory of Adult Literacy 3-0-3
 Description: Theoretical perspectives of adult literacy and under-education. **Political, Sociological,** linguistic, historical, cultural and psychological perspectives. Implications for adult literacy education.

Rationale: Better reflects the focus of the course.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

12. Modify the following program of study:

Adult Education and Community Leadership Certificate

A. Four advisor approved courses chosen from the following (12 hours)

ADED 7100 History & Theory of Adult Education
ADED 7110 Psychology of The Adult Learner
ADED 7120 Program Planning and Evaluation
ADED 7130 Cultural Diversity in Adult Education
ADED 7160 Community Dev & Personal Leadership
ADED 7170 Research & Grant Writing In Adult Learning
ADED 7200 Theory of Adult Literacy
ADED 7210 Communication Skills in Low Literacy Adults
ADED 7220 Literate Communities
ADED 7300 Instructional Design and Development
ADED 7310 Online Learning Environment
ADED 7320 Multimedia Design
HRVD 7400 Human Resource Development Theory & Practice
HRVD 7410 Organizational Theory and Practice
HRVD 7420 Management and Leadership Behavior
~~ADED 7500 Workplace Application~~

Rationale: ADED 7500 Workplace Application is a culminating capstone course in the Master of Education in Adult Education and Community Leadership program.

Effective Term (for catalog purposes): Fall 2012

13. Create the following course:

SCED 6330 Planning Instruction and Assessments for Diverse Learner 3-0-3

Pre-requisites: EDUC 6200

Co-requisites: None

Description: Course prepares candidates to plan instruction supported by assessment techniques that are valid and reliable. Covers procedures for lesson development and planning. Covers basic formal and informal assessment instruments and techniques including but not limited to teacher made quizzes and tests, rubrics, rating scales, direct observation, interviews, interest inventories, criterion referenced and standardized assessments.

Rationale: Course is critical to helping candidates acquire the skill set in assessment required in modern secondary level classrooms.

Effective Term: Fall 2013, Contingent upon BOR approval of changes in MAT in Secondary Education (Item 19, below).

CURCAT:

Major Department: Adolescent and Adult Education

Can course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: None

14. Create the following course:

SCED 6340 Content Methods in English Education **3-V-3**
Course Prerequisite(s): SCED 6330
Co-requisite(s): SCED 6330
Description: Course prepares candidates to teach English language arts at the secondary level to diverse learners using best practices. A field experience is required.

Rationale: Course is required to prepare candidates for teacher certification in Georgia. Builds the skill sets required to teach secondary level English language arts in the modern classroom.

Effective Term: Fall 2013, Contingent upon BOR approval of changes in MAT in Secondary Education (Item 19, below).

CURCAT:

Major Department: Adolescent and Adult Education
Can course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: None

15. Create the following course:

SCED 6360 Content Methods for History Education **3-V-3**
Prerequisites: SCED 6330
Co-requisite: SCED 6330
Description: Course prepares candidates to teach history at the secondary level to diverse learners using best practices. A field experience is required.

Rationale: Course is required to prepare candidates for teacher certification in Georgia. Builds the skill sets required to teach secondary level history in the modern classroom.

Effective Term: Fall 2013, Contingent upon BOR approval of changes in MAT in Secondary Education (Item 19, below).

CURCAT:

Major Department: Adolescent and Adult Education
Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: None

16. Create the following course:

SCED 6350 Content Methods in Mathematics Education **3-V-3**
Prerequisites: SCED 6330
Co-requisite: SCED 6330
Description: Course prepares candidates to teach mathematics at the secondary level to diverse learners using best practices. A field experience is required.

Rationale: Course is required to prepare candidates for teacher certification in Georgia. Builds the skill sets required to teach secondary level mathematics in the modern classroom.

Effective Term: Fall 2013, Contingent upon BOR approval of changes in MAT in Secondary Education (Item 19, below).

CURCAT:

Major Department: Adolescent and Adult Education
Can course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: None

17. Create the following course:

SCED 6370 Content Methods in Science Education **3-V-3**
Prerequisites: SCED 6330
Co-requisite: SCED 6330
Description: Course prepares candidates to teach science at the secondary level to diverse learners using best practices. A field experience is required.

Rationale: Course is required to prepare candidates for teacher certification in Georgia. Builds the skill sets required to teach secondary level science in the modern classroom.

Effective Term: Fall 2013, Contingent upon BOR approval of changes in MAT in Secondary Education (Item 19, below).

CURCAT:

Major Department: Adolescent and Adult Education
Can course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture

Course Equivalent: None

18. Create the following course:

SCED 6750 Internship **0-V-4**

Prerequisite(s): Successful completion of all other course work in the program of study, passing scores on the appropriate GACE certification tests, and completion of all other College of Education requirements for entry into graduate internship .

Co-requisites: None

Description: This internship requires a semester long supervised placement in a school setting that has been approved and designated by the College of Education. Successful completion of this internship is a requirement for teacher certification in the State of Georgia.

Rationale: This internship results in the culminating assessment of the candidate's ability to teach diverse learners in the modern classroom environment.

Effective Term: Fall 2013, Contingent upon BOR approval of changes in MAT in Secondary Education (Item 19, below).

CURCAT:

Major Department: Adolescent and Adult Education

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 4

Grading Mode: Normal

Instruction Type: Lab

Course Equivalent: None

19. Modify the following program of study:

Program of Study for the Master of Arts in Teaching in ~~Middle Grades Education~~ Secondary Education

- A. Major Field Courses (~~11 hours~~) Foundations (11 hours)**
- | | | |
|-----------|---|---|
| EDUC 6000 | Professional Orientation to Teaching | 3 |
| EDUC 6100 | Technology Theories and Applications for Teachers..... | 2 |
| EDUC 6200 | Curriculum, Instruction, and Assessment..... | 3 |
| EDUC 6300 | Educating Students with Disabilities
in the General Education Classroom..... | 3 |
- B. ~~Middle Grades Courses (16 hours)~~ Specialized Content (15 hours)**
- | | | |
|--|---|--------------|
| MGSE 6000 | Middle Level Theory and Practice..... | 3 |
| MGSE 6100 | Understanding the Nature and Needs of the Adolescent Learner... | 3 |
| SCED 6330 | Planning Instruction and Assessments for Diverse Learners..... | 3 |
| <u>Select one from the following four content methods courses</u> | | |
| SCED 6340 | Content Methods in English Education..... | 3 |
| SCED 6350 | Content Methods in Mathematics Education..... | 3 |

SCED 6360	Content Methods in History Education.....	3
SCED 6370	Content Methods in Science Education.....	3
MGSE 6400	Classroom Management.....	3
MGSE 6500	Instructional Approaches to Reading and Writing across the Curriculum	3
MGSE 6750	Internship.....	4
C. Clinical Experience (4 hours)		
SCED 6750	Internship.....	4
Total		30 hours

Rationale: To meet the demands for secondary education teachers which exceeds the current demand for middle grades teachers in Georgia, the College of Education (CoE) is requesting a substantive change in the MAT in Middle Grades program of study so that the program will become an MAT in Secondary Education. Those certified by the State of Georgia in a secondary field can teach in grades 6-12. Those certified only in middle grades cannot. The change to the program of study will allow the CoE to prepare educators marketable at two instructional levels. Substantive change requests will be sent to the USG Board of Regents and to the Georgia Professional Standards Commission upon approval of these changes through the college and university review processes.

Effective Term: Fall 2013, Contingent upon BOR approval.

B. Childhood and Exceptional Student Education (no items)

II. College of Health Professions (no items)

III. College of Liberal Arts

A. Art, Music, and Theatre

Items 1-2 from the Department of Art, Music, and Theatre were discussed and approved by the committee.

1. Modify the following course:

ARTS 6750 Graduate Internship

~~0-3-3~~ **0-V-4**

Rationale: Necessary to conform to hour counts awarded by the College of Education for the same teaching internship. The amount of time and effort that is required by graduate internship warrants the awarding of more than three hours. Many states will not recognize reciprocity of teaching certification if program completers do not complete at least four credit hours in Internship or Student Teaching.

Effective Term: Fall 2013

2. Modify the following course:

MUSC 6750 Graduate Internship

~~0-3-3~~ 0-V-4

Rationale: Necessary to conform to hour counts awarded by the College of Education for the same teaching internship. The amount of time and effort that is required by graduate internship warrants the awarding of more than three hours. Many states will not recognize reciprocity of teaching certification if program completers do not complete at least four credit hours in Internship or Student Teaching.

Effective Term: Fall 2013

- B. Criminal Justice, Social and Political Science (no items)
- C. Economics (no items)
- D. Gender and Women's Studies (no items)
- E. History (no items)

F. Languages, Literature, and Philosophy

Items 1-2 from the Department of Languages, Literature and Philosophy were discussed and approved by the committee.

1. Modify the following course:

SPAN 6750 Teaching Internship

~~0-V-3~~ 0-V-4

Prerequisites: Admission to candidacy in the Department of Languages, Literature, and Philosophy, **College of Education**, completion of requirements for graduate post-baccalaureate teacher certification **program**.

Rationale: Mandated change by College of Education from 3 credit hours to 4 credit hours because of accreditation.

Effective Term: Fall 2013**2. Modify the following course:**

ENGL 6880 Teaching Internship

~~0-V-3~~ 0-V-4

Rationale: Mandated change by College of Education from 3 credit hours to 4 credit hours because of accreditation.

Effective Term: Fall 2013

- G. Professional Communications and Leadership (no items)

IV. College of Science and Technology

- A. Biology (no items)
- B. Chemistry & Physics (no items)

C. Computer Science and Information Technology

Item 1 from the Department of Computer Science and Information Technology was discussed and approved by the committee.

1. Create the following course:

CSCI 6040 System Analysis and Design

3-0-3

Pre-requisite(s) – MHSA/NURS 6010

Description: An overall coverage of a healthcare information system's life cycle and detailed study of concepts, methodologies, and tools currently used in analysis, design, and implementation of such a system. Practical understanding of system development is enforced through team projects in reference to a fictitious healthcare environment.

Rationale. HIMSS (Healthcare Information & Management Systems Society) is one of the two major accreditation/certification bodies for health informatics professionals. The professional certification for HIMSS - CPHIMS (Certified Professional in Health Information Management and Systems) – requires applicants to have the requisite didactic and experiential background in clinical information systems to sit for the certification exam. This course provides some of the required background didactic knowledge for the exam. This course is a cross listed course.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

CURCAT:

Major Department: Computer Science and Information Technology

Can course be repeated for credit? No

Maximum number of credits: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: MHSA/NURS 6040

D. Mathematics (no items)

E. Psychology

Item 1 from the Department of Psychology was discussed and the graduate portion was approved by the committee. The undergraduate portion was previously approved by the University Curriculum Committee.

1. Delete the following course:

~~**PSYC 5200U/G Industrial and Organizational Psychology**~~ ~~**3-0-3**~~

Rationale: PSYC 5200U and PSYC 5200G were originally 3000-level courses, but we had changed them to 5000-level courses to support the MALPS Program when it was developed. With the MALPS program now in deactivation status, and with difficulties hiring faculty who would qualify for graduate faculty status to teach these courses, we would like to delete them from our list of course offerings.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

OTHER BUSINESS

A. Informational Item: At the November 2, 2011, two new courses were created in Health Sciences: MHSA 7200 and MHSA 7300. Mr. Robby Dittman discovered that these two numbers have previously been used for unrelated (not equivalent) courses. In consultation with Dr. Joey Crosby, these courses were renumbered as follows:

MHSA 7200 corrected to: **MHSA 7250 Quantitative Analysis Methods for Health Care Management II**

MHSA 7300 corrected to: **MHSA 7235 Health Care Financial Management II**

ADJOURNMENT. The meeting was adjourned at 2:52 p.m.

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor