

**Curriculum and New Programs Meeting Minutes
November 5, 2012**

A meeting of the Curriculum and New Programs Committee was held on Monday, November 5, 2012 at 9:00 a.m. in the Academic Administration Building, Room 172, with Dr. Richard Green, Interim Provost for Academic Affairs, presiding. Those in attendance were Dr. Adansi Amankwaa, Dr. Ganiyu T. Oladunjoye for Dr. Deborah Bemby, Dr. Leroy Bynum, Professor Gwendolyn Campbell, Mrs. LaTonya Conner, Dr. Babafemi Elufiede, Dr. Kimberly Fields, Dr. Linda Grimsley, Mrs. Flo J. Hill, Dr. James Hill, Dr. Marcia Hood, Dr. Fidelis Ikem, Dr. Joyce Johnson, Dr. Donald Kagay, Dr. Kimberly King-Jupiter, Dr. Edward Lyons, Dr. Joann McCrary, Dr. LaVerne L. McLaughlin, Mr. Mitchell Mathis, Dr. Peter Ngwafu, Dr. Charles Ochie, Dr. Michael Rogers, Dr. Seyed Roosta, Dr. Melvin A. Shelton, Dr. Marilyn Spearman, Dr. Richard Williams and Dr. Glenn Zuern.

Opening Remarks

Dr. Richard Green greeted the committee members and distributed the agenda and the minutes of the last meeting for review.

Minutes

The minutes of the September 10, 2012 meeting were reviewed.

It was moved and seconded that the minutes be approved. The motion was approved.

Old Business

***College of Arts and Humanities
Behavioral Sciences***

Dr. Adansi Amankwaa presented the proposal to add a Medical Sociology Concentration as an option to the B.A. Degree in Sociology.

It was moved and seconded that the proposal be approved. The motion was approved.

Dr. Amankwaa presented the proposal to set the Medical Sociology concentration minimum admission and graduation GPA requirement to 2.25.

It was moved and seconded that the proposal be approved. The motion was approved.

Dr. Amankwaa presented the proposal to add a new course – SOCI 3351 Health, Aging and Society and to remove course SOCI 3350 Social Gerontology from the Sociology program requirements.

It was moved and seconded that the proposal be approved. The motion was approved.

Dr. Amankwaa presented the proposal to add a new course – SOCI 2304 Social Organization of Health Care.

It was moved and seconded that the proposal be approved. The motion was approved.

Dr. Amankwaa presented the proposal to add a new course – SOCI 2060 Medical Sociology.

It was moved and seconded that the proposal be approved. The motion was approved.

Dr. Amankwaa presented the proposal to add a new course – SOCI 2637 Sociology of the Body and Health.

It was moved and seconded that the proposal be approved. The motion was approved.

Dr. Amankwaa presented the proposal to add a new course – SOCI 3456 Women and Health.

It was moved and seconded that the proposal be approved. The motion was approved.

Dr. Amankwaa presented the proposal to add a new course – SOCI 4100 Global Health.

It was moved and seconded that the proposal be approved. The motion was approved.

Dr. Amankwaa presented the proposal to add a new course – SOCI 4308 Health Disparities.

It was moved and seconded that the proposal be approved. The motion was approved.

Dr. Amankwaa presented the proposal to cross list HEDP 3320 – Global Health Issues with SOCI 3320 Global Health Issues.

The rationale for the proposal is that HEDP 3320 Global Health Issues will be used as a cross listed course with SOCI 3320 Global Health Issues for Medical Sociology concentration. The objective is to foster interdisciplinary partnership and judicious use of resources. The course content aligns with American Sociology Association's Medical Sociology course description.

It was moved and seconded that the proposal be approved. The motion was approved.

New Business

College of Education Teacher Education

Dr. Kimberly Fields presented the proposal to add the Gifted Endorsements to K-5 Mathematics, K-5 Science and ESOL Endorsements to the ECEC Program of Study.

The rationale is that in response to the increased need for highly qualified teachers who are able to educate intellectually, culturally and linguistically diverse learners at the P-5 level, the Early Childhood Program has realigned its program to offer optional endorsements in English to Speakers of Other Languages (ESOL), Gifted, Mathematics and Science.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Dr. Fields presented the proposal to add Gifted Education and English Speakers of Other Languages (ESOL) Endorsements to the Special Education Program of Study.

The rationale for the proposal is that in response to the increased need for highly qualified teachers who are able to educate intellectually, culturally and linguistically diverse learners, the Special Education Program has evaluated its course offerings and re-aligned its program to offer optional endorsements in English to Speakers of Other Languages (ESOL), and Gifted.

The program realignment also resulted in the combination of SPED 5512 Characteristics of Children and Youth with Mild Disabilities and SPED 5524 Instructional Strategies for Teaching Mildly Disabled into a single course. With the common practice of inclusion becoming the norm for P-12 classrooms, the integration of the teaching of content and curriculum to teachers has become necessary. This combination also frees space for an additional elective that may be used to satisfy an endorsement requirement.

The proposal was tabled due to the missing syllabus for ECEC 5552. The syllabus will be added.

Dr. Fields presented the proposal for the addition of Content Concentrations to Initial Certification Master's Degree program in Special Education.

The rationale for the proposal is that the Georgia Professional Standards Commission [GaPSC] Educator Preparation Rule 505-3-30 outlines field specific content standards for programs that prepare teachers to teach P-12 students with disabilities whose individual education program (IEP) indicates instruction using the general education curriculum and participation in the general statewide assessment. The rule was revised to include

this language in response to federal guidelines. No Child Left Behind Elementary and Secondary Education Act (ESEA) that require all teachers to be highly qualified.

In response to both federal and state mandates, the Department of Teacher Education has aligned its program of study and content-related concentration courses in Mathematics, Science and English/Language Arts have been added to the program of study. Note: Due to the required 12 hours of Social Science courses required in Area E of the USG Core, candidates already have this concentration added to their certificate.

The program realignment also resulted in the combination of SPED 5512 and SPED 5524 into a single course. With the common practice of inclusion becoming the norm for P-12 classrooms, the integration of the teaching of content and curriculum to teachers has become necessary. This combination also frees space for an additional elective that may be used to satisfy an endorsement requirement.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Dr. Fields presented the proposal to add the Teacher Leader Endorsement to the College of Education (COE) Offerings.

The rationale for the proposal is that the Teacher Leader Endorsement (TLE) is a state-sponsored (Georgia Professional Standards Commission [GaPSC]) acknowledgement for teachers serving in leadership roles. Teachers with TLE support the work of principals by adding a system of shared and distributed leadership allowing principals to delegate some instructional leadership tasks to teacher leaders. Teacher leaders in schools also provide more professional development personnel in the building during a time when systems are being required to reduce administrative support.

The Teacher Leader Endorsement (TLE) denotes teacher leaders and provides those individuals with the necessary knowledge and skills to lead and facilitate school improvement. As local school districts are actively seeking teachers with this endorsement, and also encouraging their current teachers with leadership potential to receive the endorsement, ASU seeks to add the TLE to its course offerings. Additionally, the TLE may lead to pursuit of the Educational Leadership degree at ASU as the 4 courses and the Performance Based Activities (PBAs) in TLE are required in the Ed.S. program.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Dr. Fields presented the proposal to revise the Gifted Endorsement and add it to the Teacher Education course offerings.

The rationale for the proposal is that the Gifted Endorsement is as state-approved (Georgia Professional Standards Commission [GaPSC]) acknowledgement for teachers serving in roles to support exceptional students. Teachers with the gifted endorsement

are prepared to teach gifted and talented students in the field and at the grade level of their base certification.

In response to the increased need for differentiated instruction for students of all ability levels, local school districts are actively seeking teachers with the gifted endorsement and are also encouraging their current teachers to receive the endorsement. Most local schools seek to have two gifted endorsed teachers per grade level to meet the needs of P-12 students. To meet the area demand and strength the qualifications of our graduates, the Department of Teacher Education seeks to revise its existing Gifted Endorsement Program (last offered in 1998) and add the revised endorsement to the Teacher Education course offerings.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Dr. Fields presented the proposal to add the K-5 Mathematics Endorsement to the Department of Teacher Education Offerings.

The rationale for the proposal is that the K-5 Mathematics Endorsement Program is a state-sponsored (Georgia Professional Standards Commission [GaPSC]) acknowledgement that prepares mathematics specialists for teaching students in grades K-5.

Due to the current need for a greater emphasis on STEM education and STEM related fields, the elementary teachers in public schools are the first group of teachers who can encourage and develop mathematics skills in children. By increasing the content knowledge of the elementary teacher in the STEM content areas, the teachers can develop stronger mathematics students at an earlier age. The K-5 Mathematics Endorsement is designed to strengthen and enhance educator competency levels and will thus address the identified need. Additionally, individuals teaching mathematics in grades K-5 who hold a Clear Renewable certificate and this endorsement will be eligible to earn salary incentives.

The proposal was tabled due to the syllabus for ECEC 5552 was missing. The syllabus will be added.

Dr. Fields presented the proposal to add the K-5 Science Endorsement to the Department of Teacher Education Offerings.

The rationale for the proposal is that the K-5 Science Endorsement Program is a state-sponsored (Georgia Professional Standards Commission [GaPSC]) acknowledgement that prepares science specialists for teaching students in grades K-5.

Due to the current need for a greater emphasis on STEM education and STEM related fields, the elementary teachers in public schools are the first group of teachers who can encourage and develop science skills in children. By increasing the content knowledge of the elementary teacher in the STEM content areas, the teachers can develop stronger science students at an earlier age. The K-5 Science Endorsement is designed to strengthen and enhance educator competency levels and will thus address the

identified need. Additionally, individuals teaching science in grades K-5 who hold a Clear Renewable certificate and this endorsement will be eligible to earn salary incentives.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Dr. Fields presented the proposal to add Online Teaching Endorsement to the Teacher Education Course Offerings.

The rationale for the proposal is that the Online Teaching Endorsement Program is a state-sponsored (Georgia Professional Standards Commission [GaPSC]) acknowledgement that prepares individuals to teach classes within an online environment. The program shall insure that the candidate possesses knowledge, skills, and understanding of concepts related to technology as described in the International Society for Technology in Education (ISTE) Standards for Teachers, as well as competency in technology specific to an online learning environment.

There is an increased demand for highly qualified teachers who are able to provide and/or supplement instructions online at the P-12 grade levels. Additionally, there is also an increased demand for teachers to be able to differentiate instruction in the classroom using technology. The Online Teaching Endorsement is designed to strengthen and enhance educator competency levels in technology and will thus address the identified needs.

The proposal was tabled due to the request that a statement is added to each syllabus identifying customized Pearson text as the required textbook. Objectives and outline topics pertaining specifically to research will be added to ETEC 5524 and the Prerequisites in ETEC 5524 will be updated to remove the "H" from each course subject.

Dr. Fields presented the proposal to add English Speakers of Other Languages (ESOL) Endorsement to the Teacher Education Course Offering.

The rationale for the proposal is that the English Speakers of Other Language (ESOL) Endorsement Program is a state-sponsored (Georgia Professional Standards Commission [GaPSC]) acknowledgement that prepares individuals to teach English to Speakers of Other Languages (ESOL) in grades P-12.

In response to the increased need for differentiated instruction for culturally and linguistically diverse students of all ability levels, local school districts are actively seeking teachers with the ESOL endorsement and are also encouraging their current teachers to receive the endorsement. Most local schools seek to have one ESOL endorsed teacher per grade level to meet the needs of P-12 students. To meet the area demand and strengthen the qualifications of our graduates, the Department of Teacher Education seeks to add the ESOL Endorsement Program to the Teacher Education course offerings at the Master's level.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Dr. Fields presented the proposal to add a new course –ESOL 5501 Methods and Materials for Teaching English to Speakers of Other Languages (ESOL).

ESOL 5501 Methods and Materials for Teaching English to Speakers of Other Languages 3(3-0)

The rationale for the proposal is that ESOL 5501 Methods and Materials for Teaching English to Speakers of Other Languages (ESOL) aims to support candidates in studying, applying, and reflecting on knowledge of how language works and is learned; the relationship of culture to language learning and to learners' adaptation to new schools and settings; ways of structuring curricula and instruction; strategies for developing the classroom learning community and providing effective language teaching and learning.

The Georgia Professional Standards Commission (PSC) Educator Preparation Rule 505-3-70 requires candidates in the program of study for the English to Speakers of Other Languages (ESOL) Endorsements to meet requirements in the following areas: Language as a System; Culture; Planning, Implementing, and Managing Instruction; Assessment; and Professionalism. ESOL 5501 Methods and Materials for Teaching English to Speakers of Other Languages prepares candidates to plan, implement and manage instruction and to assess speakers of other languages. As such, the course partially fulfills the PSC ESOL endorsement requirements.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Dr. Fields presented the proposal to add a new course –ESOL 5502 ESOL Instructional Strategies for Teaching English to Speakers of Other Languages.

ESOL 5502 ESOL Instructional Strategies for Teaching English to Speakers of Other Languages 3(3-0)

The rationale for the proposal is that the ESOL 5502: Instructional Strategies for Teaching English to Speakers of Other Languages will focus on developing instructional strategies for supporting ESOL students in content area learning. Course participants will develop instructional and leadership skills needed for teaching ESOL. Participants will reflect upon using proven instructional practices to enhance learning in today's challenging classroom environment.

The Georgia Professional Standards Commission (PSC) Educator Preparation Rule 505-3-70 requires candidates in the program of study for the English to Speakers of Other Languages (ESOL) Endorsements to meet requirements in the following areas: Language as a System; Culture; Planning, Implementing, and Managing Instruction; Assessment; and Professionalism. ESOL 5502 Instructional Strategies for Teaching English to Speakers of Other Languages prepares candidates to plan, implement and manage

instruction and to assess speakers of other languages. As such, the course partially fulfills the PSC ESOL endorsement requirements.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Dr. Fields presented the proposal to add a new course –ESOL 5503 Applied Linguistics.

ESOL 5503 Applied Linguistics

3(3-0)

The rationale for the proposal is that ESOL 5503 Applied Linguistics helps candidates become knowledgeable about the nature and structure of language and how first and second languages develop. Participants will explore language teaching strategies consistent with the current understanding of the nature, structure, and development of language. By developing a repertoire of effective strategies, participants will become more proficient at supporting students' second language development. Participants will also investigate best practices and current research and consider how to adapt and integrate these principles into their own educational practice.

The Georgia Professional Standards Commission (PSC) Educator Preparation Rule 505-3-70 requires candidates in the program of study for the English to Speakers of Other Languages (ESOL) Endorsements to meet requirements in the following areas: Language as a System; Culture; Planning, Implementing, and Managing Instruction; Assessment; and Professionalism. ESOL 5503 Applied Linguistics prepares candidates to understand language as a system, the culture of language, and professionalism in teaching English to Speakers of Other Languages. As such, the course partially fulfills the PSC ESOL endorsement requirements.

The proposal was not approved.

Dr. Fields presented the proposal to add a new course –ESOL 5504 Multicultural Education Issues.

ESOL 5504 Multicultural Education Issues

3(3-0)

The rationale for the proposal is that the ESOL 5504 Multicultural Education Issues provides an in-depth discussion of the concept of culture and helps students/teachers/school personnel recognize the influence of culture on learning, communication, belief systems and value orientations, and patterns of thinking and behaving. Instructional applications including creating an appropriate learning environment and/or curriculum and materials for culturally and linguistically diverse students will be given.

The Georgia Professional Standards Commission (PSC) Educator Preparation Rule 505-3-70 requires candidates in the program of study for the English to Speakers of Other Languages (ESOL) Endorsements to meet requirements in the following areas: Language as a System; Culture; Planning, Implementing, and Managing Instruction; Assessment; and Professionalism. ESOL 5504 Multicultural Education Issues prepares

candidates to understand language as a system, the culture of language, and professionalism in teaching English to Speakers of Other Languages. As such, the course partially fulfills the PSC ESOL endorsement requirements.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Dr. Fields presented the proposal to add a new course –ETEC 5521 Teaching Online in the K-12 Setting.

ETEC 5521 Teaching Online in the K-12 Setting

3(3-0)

The rationale for the proposal is that ETEC 5521 Teaching Online in the K-12 Setting will introduce the theory and practice of online teaching and learning and specifically address this concept as it relates to learners in the K-12 environment. Emphasis is placed on understanding online teaching tools, managing the virtual student caseload, engaging the online learner, and individualizing instruction in the virtual classroom. Participants will develop the necessary knowledge and skills to teach in a K-12 virtual school setting using the Internet as a conduit for instruction. In addition, participants will develop the skills necessary to supplement existing lessons with asynchronous and synchronous activities designed to meet individual learner needs.

The Georgia Professional Standards Commission (PSC) Educator Preparation Rule 505-3-85 requires candidates in the program of study for the Online Teaching Endorsement to meet requirements outlined in Standard I: Content Knowledge, Skills, and Concepts for Instructional Technology and Standard II: Online Teaching and Learning Methodology, Management, Knowledge, Skills, and Dispositions. ETEC 5521 Teaching Online in the K-12 Setting prepares candidates to assess content knowledge, skills, management, and dispositions for the online environment and partially fulfills the PSC standards-based requirements.

The proposal was tabled due to the request to add a statement to the syllabus identifying customized Pearson text as the required textbook.

Dr. Fields presented the proposal to add a new course –ETEC 5522 Theoretical Foundations of Educational Technology.

ETEC 5522 Theoretical Foundations of
Educational Technology

3(3-0)

The rationale for the proposal is that ETEC 5522: Theoretical Foundations of Educational Technology is an overview of critical and contemporary theories of learning and theoretical applications in educational technology and emerging orientations as well as implications for practice. This course explores foundations, history, perspectives, and literature that is applicable across educational disciplines. Students will be challenged to think more critically about their efforts and career goals.

The Georgia Professional Standards Commission (PSC) Educator Preparation Rule 505-3-85 requires candidates in the program of study for the Online Teaching Endorsement to meet requirements outlined in Standard I: Content Knowledge, Skills, and Concepts for Instructional Technology and Standard II: Online Teaching and Learning Methodology, Management, Knowledge, Skills, and Dispositions. ETEC 5522 Theoretical Foundations of Educational Technology prepares candidates to assess concepts, methodology, methods and skills for the online environment and partially fulfills the PSC standards-based requirement.

The proposal was tabled due to the request to add a statement to the syllabus identifying customized Pearson text as the required textbook.

Dr. Fields presented the proposal to add a new course ETEC 5523 Online Course Design.

ETEC 5523 Online Course Design

3(3-0)

The rationale for the proposal is that ETEC 5523 Online Course Design prepares students to engage in the instructional design process for developing and delivering effective learning experience in the classroom. Students will create technology-enhanced curriculum with written justification of design decisions.

The Georgia Professional Standards Commission (PSC) Educator Preparation Rule 505-3-85 requires candidates in the program of study for the Online Teaching Endorsement to meet requirements outlined in Standard I: Content Knowledge, Skills, and Concepts for Instructional Technology and Standard II: Online Teaching and Learning Methodology, Management, Knowledge, Skills, and Dispositions. ETEC 5523 Online Course Design prepares candidates to assess methodology, methods and skills for the online environment and partially fulfills the PSC standards-based requirement.

The proposal was tabled due to the request to add a statement to the syllabus identifying customized Pearson text as the required textbook.

Dr. Fields presented the proposal to add course ETEC 5524 Delivery of Instruction in Online Teaching.

ETEC 5524 Delivery of Instruction in Online Teaching

3(3-0)

The rationale for the proposal is that ETEC 5524 Delivery of Instruction in Online Teaching- This course provides a practical field experience wherein students will demonstrate their knowledge and skill of online instruction and engagement. In addition, this course provides a space for students to showcase their research ability using the technology to enhance praxis and practices.

The Georgia Professional Standards Commission (PSC) Educator Preparation Rule 505-3-85 requires candidates in the program of study for the Online Teaching Endorsement to complete an online practicum or online internship experience appropriate to the grade level and field of certification. ETEC 5524: Delivery of Instruction in Online Teaching

prepares candidates to plan, design, and incorporate strategies to encourage active learning, interaction, participation and collaboration in the online environment and meets the PSC requirement.

The proposal was tabled due to the request to add a statement to the syllabus identifying customized Pearson text as the required textbook.

Dr. Fields presented the proposal to add ISCI 2001: Integrated Life and Earth Science and ISCI 2002: Integrated Physical Science as requirements in Area D.

The rationale for the proposal is that the Georgia Professional Standards Commission (PSC) Educator Preparation Rule 505-3-26 requires candidates in the Middle Grades Education program of study, with a concentration in science, to be knowledgeable of the middle grades Georgia Performance Standards in Earth Science, Life Science, and Physical Science. A review of the MGED Program –science concentration –indicated the need for a broader content base to meet the needs of the middle grades teachers pursuing science concentrations. Course descriptions are listed below.

ISCI 2001- Life/Earth Science ...3.0 Credits Activity-based Life/Earth Science for Early Childhood Education majors. Course addresses content covered by Georgia Performance Standards (GPS) for K-5 grades.

ISCI 2002- Physical Science...3.00 Credits Activity-based Physical Science for Early Childhood Education majors. Course addresses content covered by Georgia Performance Standards (GPS) for K-5 grades.

The proposal was tabled due to the Core cannot be changed. This proposal was removed from consideration.

Dr. Fields presented the proposal to remove: BIOL 5503: Selected Topics in Human Biology and BIOL 5519: Plant Biology and Add: BIOL 5515: Selected Topics in Biology, PHYS 5530: Introductory Physical Science I and PHYS 5531: Introductory Physical Science II as course electives.

The rationale for the proposal is that the Georgia Professional Standards Commission (PSC) Educator Preparation Rule 505-3-26 requires candidates in the Middle Grades Education program of study, with a concentration in science, to be knowledgeable of the middle grades Georgia Performance Standards in Earth Science, Life Science, and Physical Science. A review of the MGED Program –science concentration –indicated the need for a broader content base to meet the needs of the middle grades teachers pursuing science concentrations. Course descriptions are listed below.

BIOL 5515: Selected Topics in Biology

This course will enhance and reinforce biological concepts and principles for biology teachers. Emphasis will also be placed on biology methodology and computer utilization for middle grades and secondary teachers.

PHYS: 5530-5531: Introductory Physical Science

This course is designed to prepare students to learn introductory physical science in the secondary school. This course updates and enlarges the student's knowledge in physical science and familiarizes him/her with the materials and methods utilized in Introductory Physical Science.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Other

There were no other discussions.

Adjournment

The meeting was adjourned at 10:40 a.m.

Dr. Richard Green, Presiding
Dr. LaVerne McLaughlin, Recorder