

GRADUATE PROGRAMS COMMITTEE MEETING AGENDA

Date/Time: January 11, 2024 at 3:00 PM Eastern Time via Zoom

Join Zoom Meeting: <https://westga-edu.zoom.us/j/83350685102?pwd=T1F2UW15bm9lTlRwQzQ1Ukl2TUdMZz09>
+1 360-209-5623 (US) +1 301-715-8592

- I. Call to Order
- II. Roll Call of GPC Committee Members
- III. Approval of [November 16, 2023 Minutes](#)
- IV. Program and Course Proposals

A. Richards College of Business

1. [ACCT - 6200 - Accounting Innovation through Data Analytics \(TABLED AT THE REQUEST OF ORIGINATOR\)](#)

Request: New Course

Rationale: As part of our proposal to modify our current MPAcc Program to achieve a STEM designation, we propose adding ACCT 6200 - Accounting Innovation through Data Analytics. This course focuses on selected data wrangling, data analytics, and data visualization techniques in accounting. In addition, the impact of data analytics techniques on financial accounting, international accounting, and selected environmental, social, and governance (ESG) issues will be explored.

[See Appendix A](#)

#2 & 3 – Block Vote

2. [CISM-5333-Fundamentals of Computer Networks](#)

Request: New Course

Rationale: This course will be cross-listed with CISM 4333. It will serve as an introductory course for students with little networking experience who wish to pursue the M.S. in Cybersecurity.

[See Appendix B](#)

3. [CISM-5470 Cyberwarfare, Cybercrime, and Digital](#)

Request: Course Revision

Rationale: This course needs to change from CISM 6470 to CISM 5470. We planned to cross-list this course with CISM 4470 (new course). Our understanding is that you can only cross-list 4000-level courses with 5000-level courses.

#4 & 5 – Block Vote

4. [Combined Master of Professional Accounting, MPAcc & Master of Business Administration, MBA](#)

Request: Revise Program

Rationale: Removed GMAT requirement to be consistent with MBA program and to encourage more international students. All changes will reduce barriers to admission.

[See Appendix C](#)

5. [Master of Professional Accounting, MPAcc](#)

Request: Revise Program

Rationale: Removed GMAT requirement to be consistent with MBA program and to encourage more international students. All changes will reduce barriers to admission.

[See Appendix D](#)

B. College of Education:

#6, 8, 9, 10, 11, 12, 13, 14, 16 – Block Vote

6. [ECED – 6111 – Intro to Elementary Field Experience](#)

Request: New Course

Rationale: This course is developed specifically for the new MAT in Elementary Education program. Candidates are required to engage in developmental and sequential practicum experiences throughout their program. Content and pedagogical practices embedded throughout this course will afford students opportunities to master the program's learning objectives.

[See Appendix E](#)

#7 & 15 – Block Vote

7. [ECED – 6249 – Seminar for P-5 Teachers](#)

Request: Revise Course

Rationale: This course has been redesigned to complete a comprehensive portfolio. Students will complete the items in the portfolio in the other program courses and will put them together during their last semester in this course. Because of this, there is no reason to have this course be a part of a faculty member's load. Program coordinator will monitor and organize the course.

[See Appendix F](#)

8. [ECED – 6258 – Teaching Social Studies and Literacy](#)

Request: New Course

Rationale: This course is designed for M.A.T. students entering elementary teacher education from other fields. The course investigates the methodology, trends, and issues in social studies education, prepares students to effectively plan lessons by selecting responsive and critical thinking resources, and teaches students to analyze practices, policies, and current events in literacy and social studies education. By focusing on these essentials, candidates will be better

equipped to support student's ability to apply their understanding of interdisciplinary social studies and literacy concepts and processes.

The course objectives prioritize instructional strategies that promote inquiry, reflective, and critical thinking methods for applying social studies content and knowledge. This emphasis will help prepare candidates to create engaging classroom environments that foster hands-on learning of social studies and literacy concepts. By developing skills to create and use a variety of assessments, candidates will be able to plan for scientific instruction that supports the unique needs of diverse learners, including students with special needs and those from various cultural and linguistic backgrounds.

[See Appendix G](#)

9. [ECED – 6259 – Teaching Science & Literacy](#)

Request: New Course

Rationale: This course is designed for M.A.T. students entering elementary teacher education from other fields. The course investigates the methodology, trends, and issues in science education, prepares students to effectively plan lessons by selecting responsive and critical thinking resources, and teaches students to analyze practices, policies, and current events in literacy and science education. By focusing on these essentials, candidates will be better equipped to support student's ability to apply their understanding of science concepts and processes.

The course objectives prioritize instructional strategies that promote inquiry, reflective, and critical thinking methods for applying science skills, attitudes, and knowledge. This emphasis will help prepare candidates to create engaging classroom environments that foster hands-on learning of scientific concepts. By developing skills to create and use a variety of assessments, candidates will be able to plan for scientific instruction that supports the unique needs of diverse learners, including students with special needs and those from various cultural and linguistic backgrounds.

[See Appendix H](#)

10. [ECED – 6260 – Classroom Management](#)

Request: New Course

Rationale: This course is designed for M.A.T. students entering elementary teacher education from other fields. The course supports using research-based approaches to prevent and address disruptive classroom behaviors through implementing foundational classroom management practices. Candidates can effectively manage classroom behaviors by focusing on understanding the phases of the acting-out cycle and effectively responding to behaviors at each stage.

The course objectives prioritize strategies that promote positive classroom behaviors, minimize disruptions related to negative behaviors, and support equitable classroom management practices. This emphasis will help prepare candidates to create positive, supportive classroom environments. By developing skills to understand how to respond appropriately to students in different phases of the acting out cycle, candidates will be able to address negative behaviors and

utilize positive classroom management strategies to promote student learning.
[See Appendix I](#)

11. [ECED – 6263 – Teaching Elementary Mathematics 1](#)

Request: New Course

Rationale: The course is designed for M.A.T. students entering elementary teacher education from other fields. The course supports elementary math's foundational skills, focusing on content, concepts, and procedures addressing the mathematical domain of numerical reasoning related to whole-number, base-ten operations, patterning, and algebraic reasoning through mathematics tasks. By focusing on these essentials, candidates will be better equipped to support student's ability to construct mathematical knowledge and apply their understanding of math concepts and procedures.

The course objectives prioritize instructional strategies that promote the application of learning through the use of problem-solving, task selection and implementation, meaningful discourse, questioning, productive struggle, and student thinking. This emphasis will help prepare candidates to create engaging classroom environments that foster hands-on learning of math concepts. By developing skills to create and use a variety of assessments, candidates will be able to plan for mathematical instruction that supports the unique needs of diverse learners, including students with special needs and those from various cultural and linguistic backgrounds.

[See Appendix J](#)

12. [ECED – 6266 – Teaching Elementary Mathematics II & Practicum](#)

Request: New Course

Rationale: This course is designed for M.A.T. students entering elementary teacher education from other fields. The course supports elementary math's foundational skills, focusing on content, concepts, and procedures addressing the mathematical domain of numerical reasoning related to integers, fraction operations, measurement, data reasoning, geometry, and spatial reasoning. By focusing on these essentials, candidates will be better equipped to support student's ability to construct mathematical knowledge and apply their understanding of math concepts and procedures.

The course objectives prioritize instructional strategies that promote the application of learning through the use of problem-solving, task selection and implementation, meaningful discourse, questioning, productive struggle, and student thinking. This emphasis will help prepare candidates to create engaging classroom environments that foster hands-on learning of math concepts. By developing skills to create and use a variety of assessments, candidates will be able to plan for mathematical instruction that supports the unique needs of diverse learners, including students with special needs and those from various cultural and linguistic backgrounds.

[See Appendix K](#)

13. [ECED – 6289 – Elementary MAT Seminar & Comprehensive Exam](#)

Request: New Course

Rationale: This course is designed for M.A.T. students entering elementary teacher education from other fields. The course provides an opportunity for students to critically reflect on issues, topics, materials, and skills appropriate to their professional development and teaching experience during their internship. The course will serve as a capstone experience for satisfying the exit requirements of the program.

[See Appendix L](#)

14. [ECED – 6291 – Internship](#)

Request: New Course

Rationale: This course is designed for M.A.T. students entering elementary teacher education from other fields. The course provides an opportunity for students to teach full-time for one semester in an elementary level (PK-5) public school including two full weeks of leading all instruction. Students are expected to participate in general faculty duties and professional activities.

[See Appendix M](#)

15. [Elementary Education, M. Ed](#)

Request: Revise Program

Rationale: The USG has recommended that Master degrees be no more than 30 credit hours. This program update is to address that recommendation and take the program from 36 credit hours to 30 credit hours. We addressed this by making our comprehensive portfolio course zero credits because students will complete each task in another program course, which will provide them feedback from faculty prior to the course. We are also decreasing the research section to three credits from six credits and giving students an option between two research courses. Finally, we are including 6 credits for electives. The purpose of these credits are to allow students to begin work on a certification or endorsement that they can finish in the Elementary EdS program or explore education courses that they feel will best benefit them. We also removed ECED 7261 from #3 under professional specialization as we no longer offer that course because those topics are now covered in READ courses.

[See Appendix N](#)

16. [Teacher Education, MAT, Concentration in Elementary Education](#)

Request: Revise Program

Rationale: We propose adding a new concentration to our existing Master of Arts in Teaching: Teacher Education degree program. The new concentration would be Elementary Education. The concentration would be 39 credit hours and requires at least four semesters (fall-spring-summer-fall) for students to complete. This program would be 100% online, and we anticipate most of our students to be employed as provisional teachers as they complete the coursework.

The MAT with a concentration in Elementary Education has been developed to help address the teacher shortage in Georgia. We reviewed these sources:

- According to GAfutures (Georgia Student Finance Commission), there are a projected 2,320 annual job openings for elementary school

teachers. In FY 2022, the GaPSC recorded 1615 program completers in elementary education.

- The National Conference of State Legislatures has published a data dashboard demonstrating Georgia's content and grade level shortages.
- Scholaroo.com has an interactive map that shows Georgia as having approximately 11 teachers for every 1,000 people in the state population. According to these data, Georgia ranks 16th in the nation for teacher shortages.
- Teachershortages.com shows that Georgia had 3,112 teacher vacancies and 5,220 underqualified teachers in 2019-2020.
- According to data from the Governor's Office of Student Achievement, in 2021, there were 4,350 teachers in Georgia teaching grades K-12 on an emergency provisional waiver. In Carroll County, Carrollton City, Haralson County, Bremen City, Douglas County, & Coweta County, there were 57 teachers in elementary schools on a provisional certification in 2021-2022.
- The Georgia DOE's Educator Pipeline Dashboard shows that in the West Georgia RESA district, which covers Carroll County, there are 683 teachers with more than 25 years of teaching experience. These teachers will be retiring soon.
- Currently, there are 1,672 people enrolled in an Elementary Education Certification Pathway in Georgia (127 in the West Georgia RESA). The supply of new teachers has declined by 14% in the past four years.
- Of the 1,672 elementary education teachers enrolled in certification pathways, 1,502 are enrolled in a traditional pathway. The MAT in Elementary Education is considered a traditional pathway.

The proposed 39-credit hour program is in line with other USG institutions with an MAT in Elementary P-5 Education:

Georgia Southern: 45 credit hours

UGA: 51 credit hours

Augusta University: 39 credit hours

Columbus State: 49-65 credit hours

Georgia State: 55 credit hours

KSU does not have an MAT in Elementary Education, so it is not included in the comparison.

We also looked at these private institutions and online programs with a MAT in Elementary P-5 Education:

- Brenau University: 57-60 credit hours
- Mercer University: 37-46 credit hours
- Piedmont University: 48 credit hours
- Reinhardt University: 48 credit hours
- Thomas University: 48 credit hours
- Grand Canyon University: 47 credit hours (MEd in Elementary Education with Initial Certification)
- University of Phoenix: 45 credit hours
- Liberty University: 36 credit hours
- Walden University: 70 quarter credit hours (approximately 47 semester

credit hours)

[See Appendix O \(a\)](#)

[See Appendix O \(b\)](#)

[See Appendix O \(c\)](#)

17. [Teacher Education, MAT, Concentration in Special Education: Adapted Curriculum, General Curriculum](#)

Request: Revise Program

Rationale: The proposed reduction in credit hours for the MAT in Special Education program is a strategic endeavor to enhance the program's competitiveness, relevance, and place in the educational landscape. By streamlining the curriculum from 33 to 30 hours, we are responding to the evolving needs of the field and the expectations of prospective students who are increasingly seeking more efficient pathways to certification. The integration of a practicum into the initial methods course is a deliberate move to infuse practical and authentic learning experiences early in the program, thereby increasing its applicability and alignment with real-world teaching demands. Moreover, the incorporation of instructional technology standards into the special education collaboration course leverages the course's current use of technology in collaborative educational settings. The requirement for all MAT students to pursue the Reading Concentration, aimed at mastering the science of reading, reflects our commitment to literacy excellence, despite limiting concentration options. This change, however, ensures depth and specialization in a critical area of education. Lastly, the elimination of the overlapping special education introductory SPED 6706 course exemplifies our commitment to curriculum efficiency, preventing redundancy and reinforcing our dedication to providing a robust, focused educational experience that aligns with the latest academic and professional standards in special education.

[See Appendix P \(a\)](#)

[See Appendix P \(b\)](#)

[See Appendix P \(c\)](#)

18. [Read – 6263 – Reading Instruction & Assessment II \(3-5\)](#)

Request: New Course

Rationale: The course is designed for M.A.T. candidates entering teacher education from other fields. The course description and student learning outcomes emphasize critical literacy skills, including word analysis and recognition, vocabulary development, and comprehension, along with the development of speaking and listening skills for upper elementary students. The course focuses on assessment and evaluation, equipping candidates with the skills to identify and address students' reading strengths and weaknesses to provide effective instruction and intervention.

The course has been created to build upon the skills and concepts covered in READ 6262: Reading Instruction and Assessment I (PK-2). Both READ 6262 and 6263 are aligned with the latest Georgia Professional Standards Commission (GaPSC) standards for Foundations of Reading, which focus on structured

literacy and the science of teaching reading. Aligning the course with the GaPSC standards ensures candidates are better prepared to address the literacy needs of their students and implement evidence-based instructional approaches and assessments. By designing the course to meet GaPSC standards, we are equipping our candidates with the most current and effective evidence-based practices and strategies in reading instruction to support the different literacy needs of their students and ensure all children have the opportunity to develop strong literacy skills.

[See Appendix Q](#)

19. [EDLE 7000- Principal of Instructional Leadership](#)

Request: New Course

Rationale: This course replaces EDLE 6312 Principles of Instructional Leadership. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

[See Appendix R \(a\)](#)

[See Appendix R \(b\)](#)

#19, 20, 21-22, 23, 24 – Block Vote

20. [EDLE 7100- School Law, Policy, and Ethics](#)

Request: New Course

Rationale: This course replaces EDLE 6316 School Law, Policy, and Ethics. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

[See Appendix S \(a\)](#)

[See Appendix S \(b\)](#)

21. [EDLE 7200- Using Data to Improve the School](#)

Request: New Course

Rationale: This course replaces EDLE 6341 Using Data to Improve the School. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

[See Appendix T \(a\)](#)

[See Appendix T \(b\)](#)

22. [EDLE 7300- School Operations for Student Learning](#)

Request: New Course

Rationale: This course replaces EDLE 6329 School Operations for Student

Learning. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

[See Appendix U \(a\)](#)

[See Appendix U \(b\)](#)

23. [EDLE 7400- Leadership for Student Learning](#)

Request: New Course

Rationale: This course replaces EDLE 6327 Leadership for Student Learning. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

Leadership for Student Learning (EDLE 7400) has been updated to comply with the Georgia Professional Standards Commission's new Foundations of Reading, Literacy, and Language rule (505-3-.03). This rule sets the standards for programs training teachers and educational leaders in P-12 schools. The revisions ensure course objectives and content align with current research and best practices in literacy and reading education, equipping future teachers and school leaders to support P-12 literacy. This course is part of a leadership preparation program that focuses on awareness—rather than full demonstration of proficiency—of the new GaPSC standards. Candidates in this program are expected to understand the basic principles of teaching reading, and supporting literacy instruction in P-12 students.

[See Appendix V\(a\)](#)

[See Appendix V\(b\)](#)

24. [EDLE 7500- School & Community Engagement](#)

Request: New Course

Rationale: This course replaces EDLE 7312 Schools and Community Engagement. The course is taught at a post master's degree level so the 7000 level course number is more appropriate for the Ed.S. programs across the College of Education. Additionally, new GELS leadership standards are being implemented in the program, so student learning outcomes are revised to align with the new standards.

[See Appendix W\(a\)](#)

[See Appendix W\(b\)](#)

25. [Instructional Technology, Media & Design, Ed.S. Concentrations in Instructional Technology, School Library & Media](#)

Request: Revise Program

Rationale: BACKGROUND ON THE ED.S. The Ed.S. of Instructional Technology, Media, and Design (ITMD) has two concentrations: (1) School Library Media, and (2) Instructional Technology. The Instructional Technology

concentration has two tracks: (a) IT Certification and (b) General. The current proposal seeks changes to all three ITMD program sheets:

- Concentration: School Library Media
- Concentration: Instructional Technology; Track: IT Certification
- Concentration: Instructional Technology; Track: General

RATIONALE FOR CHANGE TO SLM CONCENTRATION In response to needs identified in the field of School Library Media (SLM), program faculty have deemed two courses as appropriate for addition to the program sheet for the Ed.S. of ITMD (Concentration: School Library Media). This change will provide two additional electives for EdS SLM students to choose from. These are the elective courses:

- READ 7267: Diversity and Equity in Children’s and Young Adult Literature
- MEDT 7498: Design and Development of Maker-centered Instruction (proposed 10/18/23) To view the the proposed changes, please see the current and proposed program sheets in the document named as follows: – ProgSheets_EdS_SLM_Conc_

RATIONALE FOR CHANGE TO IT CONCENTRATION (both tracks) In response to needs identified in the field of instructional design and technology and from students and K-12 partners, program faculty have developed two new courses to serve as electives in the Ed.S. (Concentration: Instructional Technology: Tracks: Both). These are the elective courses:

- MEDT 7497: Extended Reality for Learning (proposed 10/18/23)
- MEDT 7498: Design and Development of Maker-centered Instruction (proposed 10/18/23) In this proposal, we are requesting that these two courses be added to our two Instructional Technology program sheets. To view these changes, please see both the current and the proposed program sheets in documents named thusly: –ProgSheets_EdS_IT_Conc_IT-Cert-Track_ – ProgSheets_EdS_IT_Conc_General-Track_

[See Appendix X \(a\)](#)

[See Appendix X \(b\)](#)

[See Appendix X \(c\)](#)

26. [Instructional Technology, Media & Design, M. Ed. Concentrations in Instructional Technology, School Library & Media](#)

Request: Revise Program

Rationale: RATIONALE FOR CHANGE TO IT CONCENTRATION In response to needs identified in the field of instructional design and technology and from students and K-12 partners, program faculty have developed two new courses to serve as electives in the M.Ed. IT Concentration. These are the elective courses: MEDT 7497: Extended Reality for Learning (proposed 10/18/23)

MEDT 7498: Design and Development of Maker-centered Instruction (proposed 10/18/23) In this proposal, we are requesting that these two courses be added to our program sheet. To view these changes, please see both the current and the proposed program sheets in a combined document called ProgramSheets_MEd_IT_Conc_10.24.23.docx.

RATIONALE FOR CHANGE TO SLM CONCENTRATION Program faculty have

determined the course CURR 6575: Curriculum Trends and Issues should be removed from the Education Core but included as an Elective option. This change will give students an opportunity to develop instructional technology, media, and design skills in more specific areas they deem relevant to their situation. They will be able to take one less education core class that is not required and take an elective in its place.

In the proposed program sheet, you will notice CURR 6575 has been removed from the Education Core, and it has been placed in a new Electives section, along with several other elective course options. To view these changes, please see both the current and the proposed program sheets in a combined document called ProgramSheets_MEd_SLM_Conc_10.24.23.docx.

[See Appendix Y\(a\)](#)

[See Appendix Y\(b\)](#)

27 & 28 – Block Vote

27. [MEDT 7497- Extended Reality for Learning](#)

Request: New Course

Rationale: In recent reviews of elective course options for M.Ed. and Ed.S. programs, instructional technology program faculty agree that the development of this course fills an identified need. Graduate students in instructional technology, media, and design have indicated a high level of interest in the emerging technologies of augmented, mixed, and virtual reality, as these tools are increasingly used to facilitate and enhance learning in K-12 schools. In addition, this course aligns with 12 of the Georgia Instructional Technology Standards.

[See Appendix Z](#)

28. [MEDT 7498- Design and Development of Maker-Centered Instruction](#)

Request: New Course

Rationale: In recent reviews of elective options for M.Ed. and Ed.S. programs, instructional technology program faculty agree that the development of this course fills an identified need for additional elective offerings--for both our instructional technology-focused candidates as well as our school library media candidates.

This course has been taught for several years through our program area's special topics course (i.e., MEDT 7485), and it has been highly-enrolled and well-received among candidates.

[See Appendix AA](#)

29. [Pedagogy Only Teaching Certificate for Secondary Education](#)

Request: Delete Program

Rationale: This non-degree program has low enrollment (<5) and is only 6 credits less than the much more popular MAT route. It is not feasible for us to continue putting resources into a program that does not benefit students or have high enrollment.

[See Appendix BB](#)

30. [Post-Baccalaureate Certificate for Data Analysis & Evaluation Methods](#)

Request: Revise Program

Rationale: The course EDLE 6341 Using Data to Improve the Schools addresses the same topics as the course EDRS 6341 Using Data to Improve the School, which is already included in the program of study as an approved research methods course. The course EDLE 6341 Using Data to Improve the Schools can serve as a research course for students who are also enrolled in educational leadership programs.

[See Appendix CC](#)

31. [Post-Baccalaureate Certificate in Designing with Emerging Learning Technologies](#)

Request: New Program

Rationale: In reviews of elective options for M.Ed. and Ed.S. programs, instructional technology program faculty have developed courses to address the identified need for enhancing graduate students' (who are predominantly in-service P-12 teachers and school librarians) knowledge, skills, and abilities with the application of emerging technologies (e.g., augmented, mixed, and virtual reality; design and implementation of maker spaces; applications of computational thinking), as these competencies are increasingly in demand in Georgia schools. The College of Education's Innovations Lab features many technologies our students will explore through this program. This certificate is an excellent means of professional development for P-12 educators and designers..

[See Appendix DD \(a\)](#)

[See Appendix DD \(b\)](#)

[See Appendix DD \(c\)](#)

32. [Post-Baccalaureate Certificate in Instructional Technology](#)

Request: New Program

Rationale: The program being proposed (i.e., the Post-Baccalaureate Certificate in Instructional Technology) is based upon an existing certification program that has been offered since around 2013 (you may see the existing program here: https://catalog.westga.edu/preview_program.php?catoid=21&pooid=3938&returnto=1353).

Through the present proposal, the Post-Baccalaureate Certificate in Instructional Technology program will be devised as a certificate, a designation that will afford several benefits to students and program faculty:

(1) For students, this designation will provide them the ability to plan and monitor their progress using DegreeWorks (Wolf Watch). A stand-alone certificate in Instructional Technology will also provide students with recognition of completion of the program on the official transcript, and provide them with a UWG-earned certificate.

(2) For faculty advisors, this designation will support their efforts to provide advising support and monitoring to students (through DegreeWorks).

(3) For program faculty-administrators, the designation as a certificate will allow them to assess student learning outcomes using university resources like Xitracs.

(4) Finally, by devising this program as a graduate certificate, this program will be

recognized on the Georgia Board of Regents Degrees and Majors Authorized list, and program administrators will have a clear accounting of the number of completers.

[See Appendix EE\(a\)](#)

[See Appendix EE\(b\)](#)

[See Appendix EE\(c\)](#)

33. [Professional Counseling, Ed.S.](#)

Request: Revise Program

Rationale: There are two program revisions within this proposal: (1) the replacement of one course within the core curriculum and (2) the minor revision of program-level SLOs. Neither proposed revision constitutes a major change to the overall focus of the program.

(1) Following review of program evaluation data and in consideration of the SLOs for the Ed.S. program, the program faculty have decided to remove CEPD 8184, Quantitative Analysis, from the plan of study and add CEPD 8153, Advanced Therapeutic Topics in Counseling. This change will not shift the focus of the program, as students will still complete one course in Mixed Methods Research (CEPD 8194) and one course in Designing Effective Programs (CEPD 8156). These two remaining courses allow the program faculty to continue to evaluate program effectiveness related to program level SLO numbers 1 and 2, which address understanding research methods and applying knowledge of program evaluation to improve programming.

(2) The program SLOs have not been revised in some time and, in consideration of the current construction of the program, it was evident that SLO #1 needed to be removed. The program no longer provides advanced training in group counseling, as it did a number of years ago. Revisions to SLOs 2-6 (now 1-5) are minor and simply allow for more alignment to the fully online curriculum and improved use of Bloom's Taxonomy.

[See Appendix FF\(a\)](#)

[See Appendix FF\(b\)](#)

[See Appendix FF\(c\)](#)

34 & 35 Block Vote

34. [SPED 6766 – General Curriculum: Methods I with Practicum.](#)

Request: Revise Course

Rationale: Course Name: The name needs to reflect the combined requirements of the lecture for the instructional methods component, as well as the embedded practicum. We are combining SPED 6766 with SPED 6792 to provide opportunities for authentic assessment and application of learned methodologies in actual classroom settings. This combination has a more practical application and allows the M.A.T. in Special Education - General Curriculum program to be reduced to a competitive 30 hour program in line with other institutions.

- Prerequisites: Remove SPED 6706. It is no longer required in the new 30 hour program. Add Educ.Field Experience Appl FE"
- Frequency: Only offered Fall and Spring due to embedded practicum requirement.
- Credit Hours: Needed to be adjusted to reflect the traditional course

- component and embedded practicum component (lab designation).
- Course Description: Revised to add the inclusion of the “science of reading” and add verbiage about the required embedded supervised practicum to apply learning.
 - Learner Objectives: An objective was added to address the new Science of Reading standards. The Student Learning Outcomes for each undergraduate Special Education course are being aligned to the new Initial Teacher Preparation Standards that were developed by the Georgia Professional Standards Commission (GaPSC) and the Council for Exceptional Children (CEC). Additionally, the course now embeds the first practicum (old SPED 6792) so two learner objectives were added to this course to account for the expectations of the embedded supervised practicum. Course Fee: Added course fee to cover student related expenditures for faculty travel to the student's practicum site and materials associated with the oversight and instruction of the student during the practicum.

[See Appendix GG](#)

35. [SPED 6776 – Adapted Curriculum: Methods I with Practicum.](#)

Request: Revise Course

Rationale: Course Title: The name needs to reflect the combined requirements of the lecture for the instructional methods component, as well as the embedded practicum. We are combining SPED 6776 with SPED 6792 to provide opportunities for authentic assessment and application of learned methodologies in actual classroom settings. This combination has a more practical application and allows the program to be reduced to a competitive 30 hour program in line with other institutions.

- Prerequisites: added 6709, Admission to Teacher Education TE, and Educ.Field Experience Appl FE to align with general curriculum (sister course) prerequisite requirements.
- Frequency: Only offered Fall and Spring due to embedded practicum requirement.
- Credit Hours: Needed to be adjusted to reflect the traditional course component and embedded practicum component (lab designation).
- Course Description: Revised to add the inclusion of the “science of reading” and add verbiage about the embedded supervised practicum to apply learning. Replaced “handicapping conditions” with exceptionalities for appropriateness.
- Learner Objectives: An objective was added to address the new Science of Reading standards. The Student Learning Outcomes for each undergraduate Special Education course are being aligned to the new Initial Teacher Preparation Standards that were developed by the Georgia Professional Standards Commission (GaPSC) and the Council for Exceptional Children (CEC). Additionally, the course now embeds the first practicum (old SPED 6792) so two learner objectives were added to this course to account for the expectations of the embedded supervised practicum.
- Course Fee: Added course fee to cover student related expenditures for faculty travel to the student's practicum site and materials associated with the oversight and instruction of the student during the practicum.

[See Appendix HH \(a-b\)](#)

[See Appendix HH \(a-b\)](#)

36, 37, 38, 39, 40, 41, 44 Block Vote

36. [SPED 7750 – Introduction to Applied Behavior Analysis.](#)

Request: New Course

Rationale: The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, new courses are being added to align with the Behavior Analysis Certification Board (BACB) coursework requirements. This course fulfills the requirement for a stand-alone course in the basic principles of ABA.

[See Appendix II](#)

37. [SPED 7755 – Theoretical & Philosophical Foundations in Applied Behavior Analysis](#)

Request: New Course

Rationale: The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, new courses are being added to align with the Behavior Analysis Certification Board (BACB) coursework requirements. This course fulfills the requirement for a stand-alone course in the theoretical and philosophical foundations of ABA.

[See Appendix JJ](#)

38. [SPED 7768 – Ethical Practice & Professional Issues in Special Education and Behavior Analysis](#)

Request: New Course

Rationale: The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, existing courses are being updated to align with the Behavior Analysis Certification Board (BACB) requirements as well as newly revised CEC advanced preparation standards. As a part of this process SPED 6721 course is being revised to include ethics requirements from the BACB. Courses within the ABA area of concentration require 7000 series numbering to allow for EdS and EdD candidates to access ABA courses as electives, as appropriate for their program of study. Thus, this course will replace SPED 6721.

[See Appendix KK](#)

39. [SPED 7780 – Organizational Behavior Management & Supervision](#)

Request: New Course

Rationale: The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, existing courses are being updated to align with the Behavior Analysis Certification Board (BACB) requirements as well as newly revised CEC advanced preparation standards. As a part of this process a new course in Organizational Behavior Management & Supervision must be added to meet BACB requirements.

[See Appendix LL](#)

40. [SPED 7791 – Introductory Experiential Learning in ABA: Practicum I](#)

Request: New Course

Rationale: The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, existing courses are being updated to align with the Behavior Analysis Certification Board (BACB) requirements for experiential learning in ABA. As a part of this process a new practicum course in ABA must be added to meet BACB requirements.

[See Appendix MM](#)

41. [SPED 7792 – Advance Experiential Learning in ABA: Practicum II](#)

Request: New Course

Rationale: The Department of Special Education is beginning an area of concentration, applied behavior analysis (ABA), within our M.Ed. program. As a part of this area of concentration, existing courses are being updated to align with the Behavior Analysis Certification Board (BACB) requirements for experiential learning in ABA. As a part of this process a new practicum course in ABA must be added to meet BACB requirements.

[See Appendix NN](#)

#42 & 43 Block Vote

42. [SPED 8784 – Research Seminar](#)

Request: Revise Course

Rationale: The Department of Special Education seeks to revise the credit hour requirement for SPED 8784: Research Seminar. Modifying the credit hours from 4 hours to 3 hours will allow the program to meet the CEC Advanced Standard for Research and Inquiry criteria without increasing the total 27 credit hour program requirement. Additionally, the proposed revision will remove the prerequisite requirements of SPED 8704: Multicultural Issues in Education and SPED 8783: Reading in Research, as the program has been revised to remove the research series, and the prerequisite requirement is no longer necessary.

The course description is being revised to reflect the new structure of the course.

[See Appendix OO](#)

43. [Special Education Ed.S.](#)

Request: Revise Program

Rationale: The addition of a Tier One Leadership track will help us fulfill the demand from school districts to train more special educators for leadership positions. This new track will also provide a direct route for leadership recognition through the Georgia Professional Standards Commission. In light of the previous prerequisite's limited effectiveness, we have decided to eliminate the requirement of two three-credit hour courses for prospective students without a master's degree in special education. Potential students with master's degrees in other teaching fields have already passed their SPED content exams and possess relevant experience as special educators. To provide additional support for the small number of students who may need it, our program faculty will

incorporate supplementary prerequisite information into various courses. Modifying the research series from three four-credit hour courses to one three credit hour course will allow us to meet the CEC Advanced Preparation Standard for Research and Inquiry while keeping our program competitive at 27 total credit hours.

[See Appendix PP](#)

44. [Special Education M.ED.](#)

Request: Revise Program

Rationale: The Special Education Department is adding an Applied Behavior Analysis (ABA) area of concentration to the MED program to meet the local and statewide demand for teachers to have the knowledge and skills necessary to manage challenging student behaviors in the classroom. Currently, there is no online program for teachers that prepares them to manage difficult student behaviors within a classroom setting which also provides the content and field experience necessary for them to go sit for the exam for them to become Board Certified Behavior Analysis BCBA's.

[See Appendix QQ\(a\)](#)

[See Appendix QQ\(b\)](#)

V. Old Business

A. Graduate Assistantships

[GPC Review Document](#)

[How to Assess Assistantships for GPC](#)

VI. New Business

A. Chair-Elect Selection (Chair for 2024-25 Academic Year)

VII. Adjourn