**Approved 2/14/2017**

**Attendance: Chumny, Hall, Farran, Overfield, Ann, Rogers, Anja, Berding, Shea, Varga, Pridemore, Kathy**

**Guests: Drake, Huss**

# Minutes: 11/29/16

* 1. Any Changes, Additions, Modifications
	2. Action: Approved

# Course/Program Additions, Modifications, Deletions:

1. College of Education
	1. Early Childhood through Secondary Education
		1. SEED 6265 Instructional Strategies for Business Education in Secondary Schools
		This course is designed for investigation, assessment, and research in the teaching of business subjects with implications for strategies and curricular needs at the secondary level.
		**Request:** Add
		**Rationale:** This course was formerly taught as ABED 6537. Beginning fall 2016, this course has been transferred to a SEED course; this decision was made jointly by the RCOB and COE Deans during spring 2016 as the fall schedule of courses was being finalized. This course is being taught fall 2016 as a SEED Special Topics course. The former 4-credit ABED course with one embedded field experience credit will become a 2-credit course with a corequisite 1-credit field experience laboratory course, SEED 6260, in alignment with the course content of SEED strategies courses in other content areas for the MAT program. The attached document contains the proposed syllabus, which reflects updates in course objectives and content as aligned with current SEED strategies courses in other academic content areas, followed by the current SEED 6285 syllabus and the former ABED 6537 syllabus. **Action: Approved**
		2. ECSE 8562 Using Data to Meet the Needs of Diverse Learners
		This course is designed to advance teachers’ understandings of the philosophies and practices of educational measurement as they apply to diverse student assessment data (specifically data collection and analysis). Students will demonstrate an understanding of the characteristics of quality assessment with regard to the reliability and validity of such measures with special emphasis on existing student diversity. Students will also demonstrate the skills and understanding needed to design and construct their own assessments and interpret the results of these assessments as well as those made by others.
		**Request:** Add
		**Rationale:** This course was created to: 1) meet accreditation standards related to the assessment of diverse learners, 2) respond to feedback from stakeholders, 3) provide students with opportunities to analyze data related to diverse learners and plan appropriate instruction. The Early Childhood Education program currently does not offer a course specifically related to diverse learners. The course has been piloted as a Special Topics course for two semesters and is ready to be added as a required course.
		**Action:** Approved
		3. ECSE 7277 Designing Community-Based STEM Education
		The purpose of this course is to foster an understanding of how teachers and STEM experts can influence education and impact communities through committed interactions and the sharing of knowledge. Prior STEM understanding will be enhanced through development of integrated STEM projects for the in-service teacher, elementary and secondary classroom, and for dispersal within the community. Through increased opportunity for action and dialogue associated with socio-cultural issues, students will become adept at identifying avenues for involvement in STEM that encourage community involvement as a means of promoting social justice.
		**Request:** Add
		**Rationale:** The Georgia Professional Standards Commission has approved a new STEM Endorsement for teacher preparation programs in Georgia. The faculty in the Department of Early Childhood Through Secondary Education would like to offer the STEM Endorsement to students enrolled in programs housed in the department. The proposed course is one of the four courses program faculty have created to seek the Georgia Professional Standards Commission's approval to offer the newly approved STEM Endorsement.
		**Action:**  Approved
		4. ECSE 7274 Introduction to Community-Based STEM Education
		Students will be introduced to the concepts and skills necessary to develop an effective community-based STEM education project as well as the dispositions, knowledge, and teaching skills needed to teach integrated STEM lessons to students in P-5.
		**Request:** Add
		**Rationale:** The Georgia Professional Standards Commission has approved a new STEM Endorsement for teacher preparation programs in Georgia. The faculty in the Department of Early Childhood Through Secondary Education would like to offer the STEM Endorsement to students enrolled in programs housed in the department. The proposed course is one of the four courses program faculty have created to seek the Georgia Professional Standards Commission's approval to offer the newly approved STEM Endorsement.
		**Action:** Approved
		5. ECSE 7564 Content Area Literacy Instruction
		This course is designed for teachers who need strategies for helping their students comprehend informational texts and improve their informational writing skills across the curriculum, especially in content areas such as business, math, science, and social studies. Developmentally appropriate practice and literature for teaching reading and writing in the elementary, middle, and high school, to include the study of language and literacy, study skills, print and non-print media, and technology, will be examined across the curriculum and in relation to the Georgia Milestones Assessment System.
		**Request:** Add
		**Rationale:** This course has been offered twice as a SEED 6285 Special Topics course and is ready to be added as a new ECSE course. With the merge of the ECED and SEED programs into the same department, this course with the ECSE prefix and updated language will improve alignment within the Department of Early Childhood through Secondary Education and provide more efficient and effective use of faculty, resources, and course offerings to better serve our students in both programs. The attached document contains the new/proposed syllabus.
		**Action:** Approved
		6. ECSE 7560 Contemporary Issues in Education
		This course is designed to guide 21st Century teachers in developing perspectives on the influences that affect public schools. Educational problems, trends, and issues will be identified and addressed, especially as they relate to students, teachers, school systems, and American society as a whole.
		**Request:** Add
		**Rationale:** The existing SEED 7560 course is being replaced with the ECSE prefix and language in the course title, description, and objectives that spans education across P-12 classrooms for use with both ECED and SEED programs. With the merge of the ECED and SEED programs into the same department, this course with the ECSE prefix and updated language will improve alignment within the Department of Early Childhood through Secondary Education and provide more efficient and effective use of faculty, resources, and course offerings to better serve our students. The attached document contains the new/proposed syllabus followed by the current syllabus.
		**Action: Approved**
		7. ECSE 7500 Diverse Classrooms in a Global Society
		This course is designed to examine issues relating to cultural pluralism and global perspectives in order to provide a richer understanding and appreciation of the social forces that influence the education of diverse student populations. Particular attention is given to culturally responsive teaching, ethical behaviors, and personal responsibility to affect change. Students will examine, evaluate, and develop curricular materials that include techniques to differentiate for diverse populations of P-12 students.
		**Request:** Add
		**Rationale:** The existing SEED 7500 course is being replaced with the ECSE prefix and language in the course title, description, and objectives that spans education across P-12 classrooms for use with both ECED and SEED programs. With the merge of the ECED and SEED programs into the same department, this course with the ECSE prefix and updated language will improve alignment within the Department of Early Childhood through Secondary Education and provide more efficient and effective use of faculty, resources, and course offerings to better serve our students. The attached document contains the new/proposed syllabus followed by the current syllabus.
		**Action:** Approved
		8. ECSE 7566 Advanced Instructional Strategies for the 21st Century Classroom
		This course is designed for continued professional growth of teachers as they investigate and evaluate best practices in the teaching of English language arts, social studies, science, math, business, music, or other fields, with a focus on developing instructional strategies and curriculum that maximize the potential of 21st Century technologies to meet the needs of all learners. This course includes a field experience component that focuses on the use of online teaching platforms for instruction.
		**Request:** Add
		**Rationale:** The existing SEED 7266 course is being replaced with the ECSE prefix and language in the course title, description, and objectives that spans education across P-12 classrooms for use with both ECED and SEED programs. With the merge of the ECED and SEED programs into the same department, this course with the ECSE prefix and updated language will improve alignment within the Department of Early Childhood and Secondary Education and provide more efficient and effective use of faculty, resources, and course offerings to better serve our students. The attached document contains the new/proposed syllabus followed by the current syllabus.
		**Action: Approved**
		9. ECSE 7276 STEM Investigations through Ecojustice
		This course will introduce students to research in science education that promotes awareness for multiple perspectives and considers diverse aspects of STEM efforts within the community. Through a focus on ecojustice issues, the student will develop skills necessary to contextualize science instruction for effective community-based STEM initiatives as well as the dispositions, knowledge, and skills needed to teach integrated STEM lessons to students in P-12.
		**Request:** Add
		**Rationale:** The Georgia Professional Standards Commission has approved a new STEM Endorsement for teacher preparation programs in Georgia. The faculty in the Department of Early Childhood Through Secondary Education would like to offer the STEM Endorsement to students enrolled in programs housed in the department. The proposed course is one of the four courses program faculty have created to seek the Georgia Professional Standards Commission's approval to offer the newly approved STEM Endorsement.
		**Action: Approved**
		10. ECSE 7275 STEM Mathematics for Social Justice
		Concepts and materials which are appropriate for mathematics education integrated with science, technology, and engineering for P- 12 children will be investigated. In addition, STEM education is considered through the lens of social justice, equity, and community-based learning.
		**Request:** Add
		**Rationale:** The Georgia Professional Standards Commission has approved a new STEM Endorsement for teacher preparation programs in Georgia. The faculty in the Department of Early Childhood Through Secondary Education would like to offer the STEM Endorsement to students enrolled in programs housed in the department. The proposed course is one of the four courses program faculty have created to seek the Georgia Professional Standards Commission's approval to offer the newly approved STEM Endorsement
		**Action:** Approved
		11. Specialist in Education with a Major in Early Childhood Education
		The Ed.S.in Early Childhood Education modifications include changes in required courses and elective options. The Student as Learners section will include the course ECSE 8562. This course was added to this section and the 3 credit hour elective was eliminated from the program. Under Societal Issues the courses EDFD 7311 and ECED 7266 were deleted and ECSE 7560 was added. The Classroom Issues section will include ECSE 7566.
		**Request:** Modify
		**Rationale:** In the fall of 2016, the Early Childhood Education and Secondary Education programs were moved into one department. A department level curriculum analysis revealed there were similar course offerings across the two programs. To provide more efficient and effective use of faculty, resources, and course offerings; new courses were created, and existing courses were modified that satisfied the curricular requirements of both programs. The Ed.S. in Early Childhood Education program is being modified to include the new or modified courses. Two courses listed under Societal Issues were deleted, EDFD 7311 and ECED 7266. EDFD 7311 was deleted due to the course not being currently offered. ECED 7266 was deleted to increase enrollment in the remaining courses and to eliminate duplication for the course is currently being offered in the ECED M.Ed. program. The generic Ed.S. program elective was replaced by ECSE 8562 to better meet the needs of program accreditation standards regarding diverse learners.
		**Action:** Approved
		Notes: There was a lot of overlap of courses after the change of departments. Decided there were several courses similar enough to create a single course.
		12. Master of Education with a Major in Early Childhood Education
		The M.Ed. in Early Childhood Education modifications include changes in required courses and elective options.
		1. The ECED course ECED 6271 is being replaced by CURR 6575.
		2. The course ECED 7271 will be replaced with ECSE 7500.
		3. ECSE 7564 was added to the Professional Specialization area
		4. Related Studies/Electives will include ECSE 7560.
		5. ECED 7261 was added to the Professional Specialization section.
		6. EDRS 6342 was added to Research/Assessment section and the generic statement regarding a research course was removed.
		7. The statements under #1, #2, #3 and #4 regarding the option to take a content course were combined into one statement (#5) under the Program Notes section. This created one additional note for a total of eight notes.
		**Request:** Modify
		**Rationale:** There are two rationales for the proposed changes.
		1) In the fall of 2016, the Early Childhood Education and Secondary Education programs were moved into one department. A department level curriculum analysis revealed there were similar course offerings across the two programs. To provide more efficient and effective use of faculty, resources, and course offerings; new courses were created, and existing courses were modified that satisfied the curricular requirements of both programs. The M.Ed. in Early Childhood Education program is being modified to include the new or modified courses.
		2) Changes to the program are also being proposed to increase clarity regarding students' course-taking options. Currently, there are only two appropriate research courses available to students in the ECED M.Ed. program. Therefore, to reduce students' confusion and incorrect course enrollment, EDRS 6342 is now listed under the Research/Assessment section. EDRS 6342 is the only other research course currently offered to ECED M.Ed. students. ECED 7261 is an acceptable course for #3 of the Professional Specialization section and was frequently taken in replacement of ECED 7264. Therefore, to reduce additional advisement questions and to give students a clearer understanding of the courses that can satisfy that section of the program sheet, ECED 7261 was added to the Professional Specialization section.
		**Action:** Approved
		13. Master of Arts in Teaching with a Major in Teacher Education
		The Secondary Education Master of Arts in Teaching program sheet is being updated to reflect the new ECSE course offerings:
		SEED 6265 will replace ABED 6537,
		ECSE 7500 will replace SEED 7500,
		ECSE 7560 will replace SEED 7560,
		ECSE 7564 is a new course,
		ECSE 7566 will replace SEED 7566.
		**Request:** Modify
		**Rationale:** In the fall of 2016, the Early Childhood Education and Secondary Education programs were moved into one department. A department-level curriculum analysis revealed there were similar course offerings across the two programs. In order to provide more efficient and effective use of faculty, resources, and course offerings, new courses were created and existing courses were modified that satisfied the curricular requirements of both programs. The Master of Arts in Teacher program is being modified to include the new or modified courses.
		**Action: Approved**
2. College of Arts and Humanities
	1. Music Department
		1. Master of Music
		See attachment
		**Request:** Add
		**Rationale:** N/A
		**Action: Approved**

# Information Items:

1. College of Arts and Humanities
	1. Music Department
		1. Master of Music with a Major in Music Education
		**Request:** Deactivate
		2. Master of Music with a Major in Performance
		**Request:** Deactivate

# Unfinished Business

1. Grade Policy Repeat and Feedback
	1. RCOB
		1. Has not met yet to discuss it
	2. COE
		1. Has a draft of Grade policy for course repeats.
	3. COAH
		1. Will update
	4. COSS
	5. To Clarify
		1. This is a grade calculation policy, not a course repeat policy. The course repeat will be up to the program. This policy is to help provide transparency.

# New Business