

**Committee on Academic Programs (CAP)  
December 9, 2014**

**Present:** Aimin Liu, Allison Calhoun-Brown, Brian Kooy, Brian Thoms, Bruce Pilling, Chara Bohan, Donald Reitzes, Gennady Cymbalyuk, John Medlock, Kathryn Mcclymond, Lisa Armistead, Lisa Casanova, Margo Brinton, Mark Noble, Martin Grace, Michelle Brattain, Sara Weigle, Shelby Frost, Zehava Eichenbaum  
**Guest:** Jian-Dong Li & Tim Denning, Institute for Biomedical Sciences; Shea Allman & Joyce Many, College of Education

**Call to Order**

Michelle Brattain called the meeting to order at 3:00 p.m. in Room 1025 College of Education

**Approval of Minutes**

The minutes of November 11, 2014 meeting were approved as distributed.

**Motion from Undergraduate Council to approve the Prospectus and Proposal for BSE with major in Special Education: Deaf Education**

Shelby Frost led the discussion and presented the motion to approve the Prospectus and Proposal for BSE with major in Special Education: Deaf Education. *The State of Georgia has no BSE in Special Education: Deaf Education.* There are no baccalaureate degrees in special education: deaf education that lead to certification as a teacher of the deaf at the end of the 4-year degree in the State of Georgia. Those seeking such a degree must go to another state. At present in Deaf Education there are severe shortages of Teachers of the Deaf nationwide. Addition of a BS in Special Education: Deaf Education would have an impact on this by addressing long-term and national shortages of teachers of deaf and hard of hearing (DHH) children and youth in the next decade and beyond. In addition, the critical need for teachers of the deaf is exacerbated by high turnover due to retirements of baby boomers. The current and anticipated shortage of teachers of the deaf will result in DHH students not receiving an appropriate education from trained educators unless institutions such as Georgia State continue to lead the way. Of major concern is the fact that there are no undergraduate programs in deaf education in the State of Georgia, thus, no avenue for entry to the field from undergraduates who are in the primary career-identifying and career-building years. The committee unanimously approved the motion.

**Motion from Undergraduate Council to approve a Minor in Criminal Justice**

Shelby Frost led the discussion and presented the motion to approve a minor in Criminal Justice.  
**Program description:** Students who wish to minor in criminal justice must take 15 hours of courses in criminal justice, including CRJU 1100 (Introduction to Criminal Justice), CRJU 2200 (Social Science and the American Crime Problem) and nine semester hours at the 3000 level or above. Students taking more than 15 hours in courses in criminal justice may count the additional hours toward their electives or may consider completing a double major. (A grade of C or higher is required in all courses counting toward the minor.)

**Program objectives:** We already have many non-Criminal Justice majors taking our classes. Offering a minor in criminal justice provides an avenue through which the department can give recognition to

those students who have taken some of our courses. In doing so, the CJ minor will facilitate a broader understanding of the criminal justice field and allow students to learn more about areas of special interest (e.g., policing, courts, corrections, law, and victims).

**Evidence of the need for and interest in this program, including projected enrollments:** Over the past several years, the department has observed an increase in the number of non-Criminal Justice majors taking our classes. Students who have taken one or two Criminal Justice courses already may choose to take the additional courses required to add a minor to their studies. Alpharetta Business and Social Work students often take Criminal Justice courses and may elect to add a minor. Offering a CJ minor is a way to acknowledge those students who have taken such courses. Increased enrollments (e.g., up to 5 students per class) are expected; however, we do not expect our staffing to be impacted significantly (see discussion on resource requirements and budget implications below). Exploration of Criminal Justice courses may lead to change in majors; however, this is not the objective of the CJ minor and we do not expect a significant increase in majors.

The committee unanimously approved the motion.

**Motion from Undergraduate Council and Graduate Council to approve a new concentration in Education within the Bachelor of Science (BS)/Bachelor of Arts (BA) BA in Economics with Master of Arts in Teaching (MAT) Social Studies Education**

Shelby Frost led the discussion and presented the motion to approve a new concentration in Education within the BS/BA in Economics with MAT Social Studies Education. **General Summary of the Proposed Program:** Without creating a new program, we are proposing a new collaboration between the Department of Economics and the Department of Middle and Secondary Education. Thus, the requirements for the BS or BA degree and a MAT will remain the same. If determined to be qualified by typical admission requirements, students can begin taking coursework toward the designated master's degree program while still completing their final year of bachelor's work. Undergraduate students will be allowed to apply up to 12 credit hours of graduate-level coursework in economics and up to 6 hours of graduate coursework normally required for the MAT to both the undergraduate and graduate degrees. Admission to the graduate program occurs in the final year and is contingent upon successful completion of the bachelor's degree, on maintaining the required grade-point average, on performance in the graduate-level courses taken during the bachelor's degree, and on meeting the other admission requirements specific to educator preparation programs. The graduate courses that will apply to the MAT must be pre-approved by the MAT program advisor.

**Program objectives and relation to each respective degree program:** The objective of this new collaboration is to increase the number of highly qualified K-12 teachers in the state. To do so, we seek to establish an opportunity for highly-qualified economics undergraduates to complete a BS/BA in Economics and the MAT in Social Studies Education in a format similar to a 5-year BS/MAT or BA/MAT program. This proposed BS/MAT or BA/MAT option allows academically outstanding undergraduates who plan to become certified teachers in grades 6-12 to complete their degrees in a very time-efficient manner. Doing so will allow students to become available for classroom teaching by completing a state-approved teacher certification program in a high-stakes content area.

The committee unanimously approved the motion.

**Motion from Graduate Council to approve a Master’s and Doctorate of Philosophy program in Translational Biomedical Sciences**

Chara Bohan led the discussion and presented the motion to approve a Master’s and Doctorate of Philosophy program in Translational Biomedical Sciences. The Institute for Biomedical Sciences now proposes the establishment of graduate programs (M.S. and Ph.D.) in Translational Biomedical Sciences (TBMS). Creation of the TBMS graduate programs is an extension of the core academic and research mission of the Institute for Biomedical Sciences, and this venture is closely aligned with Georgia State University’s Strategic Plan. **Goals of the TBMS M.S. and Ph.D. programs:** (1) Pursue excellence in fundamental and innovative education in the basic biomedical sciences in order to promote the future competitiveness of Georgia and the United States in this area; (2) Provide an environment for preparing students to participate in a broad-based and evolving economy in biomedical research and health professions; and (3) Increase the number of students from diverse backgrounds who excel in biomedical sciences and become leaders in a wide variety of biomedical careers in industry, research, education, and medicine.

Now, more than ever, there is an urgent need for translating advances in basic biomedical sciences from the laboratory into new clinical therapies for human diseases. To meet this challenge, the TBMS programs will educate a new cadre of biomedical scientists that will be ideally trained to enter the state, national, and international workforce.

The committee unanimously approved the motion.

**Motion from Graduate Council to approve a substantive change to rename the M.A.T. Reading, Language, and Literacy Education programs to English to Speakers of Other Languages (ESOL) Education**

Chara Bohn led the discussion and presented the motion to rename the M.A.T. Reading, Language, and Literacy Education programs to English to Speakers of Other Languages (ESOL) Education. The current name of the programs (both on-campus and online) is not in line with the Georgia Professional Standards Commission educator preparation rule for ESOL Education. In dealing with the changes for tiered certification and certification upgrades, the programs (on-campus and online) should be identified as English to Speakers of Other Languages (ESOL) Education as listed in GaPSC rule 505-3-.47 (see Appendix C) instead of the M.A.T. Reading, Language, and Literacy Programs. The ESOL faculty also thought that the name change to English to Speakers of Other Languages (ESOL) Education would attract more prospective students who are looking for an ESOL education program that will award them an initial certificate in ESOL in K-12 upon meeting the program and certification requirements. The committee unanimously approved the motion.

**Motion from Graduate Council to approve a substantive change to rename the M.Ed. in Behavior/Learning Disabilities to M.A.T. in Special Education and add concentrations**

Chara Bohn led the discussion and presented the motion to rename the M.Ed. in Behavior/Learning Disabilities to M.A.T. in Special Education. Susan Easterbrooks elaborated on the change. According to the Board of Regents, M.Ed. degrees are advanced degrees designed to provide advanced education in pedagogy and content to in-service education professionals. They may not lead to certification. The concentrations being added to this degree (Intellectual Disabilities, Deaf Education, Early Childhood

Special Education, and Autism Spectrum Disorders) were offered as a M.Ed. in Multiple and Severe Disabilities that led to certification. However, given the Board of Regents' policy, in a separate proposal the department has requested the M.Ed. in Multiple and Severe Disabilities change to a M.A.T. in Special Education, which is in line with the definition of an initial certification program. As a result, the remaining coursework that constitutes advanced study of the disability area will need to be offered as a separate M.Ed.

The department would like to change the name of the existing M.Ed. in Behavior Learning Disabilities to a M.Ed. in Special Education and add concentrations in Behavior Learning Disabilities, Intellectual Disabilities, Deaf Education, Early Childhood Special Education, and Autism Spectrum Disorders. Because each disability area is unique, the concentrations allow for some overlap in the programs of study while also creating space for different coursework by disability area. These changes will ensure that the Special Education initial and advanced programs are in line with Board of Regents policy.

This change is for new students entering the program in fall 2015 and beyond.

The committee unanimously approved the motion.

**Motion from Graduate Council to approve a substantive change to rename the M.Ed. in Multiple and Severe Disabilities to M.A.T. in Special Education**

Chara Bohn led the discussion and presented the motion to approve rename the M.Ed. in Multiple and Severe Disabilities to M.A.T. in Special Education. The Department of Educational Psychology, Special Education, and Communication Disorders is requesting a change in title, degree designation, and the addition of a sixth concentration in Behavior/Learning Disabilities.

According to the Board of Regents, M.Ed. degrees are advanced degrees designed to provide advanced education in pedagogy and content to in-service education professionals. They may not lead to certification. When appropriate (e.g., a teacher would like to enroll in an initial certification program), that program may be offered as a certification-only option and in addition to the coursework required for MEd program. M.A.T. degrees are master's degrees that lead to an initial certification in teaching.

Changing this M.Ed. degree to an M.A.T. aligns the program with the Board of Regents' definition of an initial certification program.

As a result of this change, the department would also like to (1) change the name of the program to Special Education and (2) add the existing Behavior/Learning Disabilities initial certification program as a concentration to be consistent with the Georgia Professional Standards rules for educator preparation programs in Special Education and 3) revise the program of study to include only M.A.T. initial certification requirements. The current program of study includes both advanced (M.Ed.) and initial certification (M.A.T.) requirements.

The department would like the changes to start with new students admitted fall 2015 and after.

The committee unanimously approved the motion.

**Motion from Graduate Council to approve a substantive change to rename the M.Ed. in Health and Physical Education to M.A.T. in Health and Physical Education**

Chara Bohn led the discussion and presented the motion to approve the rename of the M.Ed. in Health and Physical Education to M.A.T. in Health and Physical Education. According to the Board of Regents, Master of Education (M.Ed.) degrees are advanced degrees designed to provide advanced education in pedagogy and content to in-service education professionals. They may not lead to initial certification. Master of Arts in Teaching (M.A.T.) degrees are master's degrees that lead to an initial certification in teaching.

The Department of Kinesiology and Health has been serving two populations of students through the M.Ed. Health and Physical Education program: 1) students who are certified teachers and 2) students who are working on initial certification to be certified teachers. Students in the initial certification program complete the initial certificate coursework along with the M.Ed. requirements. To be in line with the Board of Regents rules, the department would like to transition these students to a M.A.T. degree and have only certified teachers completing the M.Ed. degree.

This change is for new students entering the program in fall 2015 and beyond. Currently enrolled students will have the option to change to the M.A.T. program. There are currently 18 students in the M.Ed. program. Of those, 12 students would qualify under the new M.A.T. designation.

The committee unanimously approved the motion.

#### **Motion from Undergraduate Council to approve renaming the Public Health Concentration in MPA to Public Health Management**

Chara Bohan led the discussion and presented the motion to approve the renaming of the Public Health Concentration in MPA to Public Health Management. Cynthia Searcy elaborated on the change. This concentration is designed for MPA students with career goals in health management and leadership in the public or nonprofit sectors. It introduces students to management concepts and how they can be applied within the context of the healthcare system. Students learn skills in planning, financing, implementing, evaluating and maintaining health programs. Graduates may find positions in institutions that deliver health care, government and non-governmental agencies that deliver public health services, organizations that fund health sector programs or pay for healthcare as well as entities providing goods and/or services to support the healthcare and public health delivery systems.

The committee unanimously approved the motion.

#### **Motion to approve the APR Cycle 2013-2020**

The committee unanimously approved the motion.

The meeting was adjourned at 4:00 p.m.