Educator Preparation Curriculum Committee (EPCC) Meeting Agenda & Minutes
April 25, 2019
11:00 a.m. to 12:30 p.m.
BEB 131/Virtual

EPCC members, originators, and department representatives: Please see the agenda below for our meeting on April 25 at 11:00 a.m. to 12:30 p.m. to be held in BEB 132 or through virtual attendance.

EPCC members: If you are unable to attend the meeting, please notify the EPCC chair and send a proxy in your place.

Originators and department representatives: The originator or a department representative must present proposals on the EPCC agenda. If representation is not present, proposals may be tabled until the next meeting.

Old Business

Proposal	Action & Proposal Type	Proposed Changes	Specific Changes	Status
April 11 Minutes	Ready for Approval			☒ Motion to Approve By: Dr. Julia Fuller ☒ Motion Seconded By: Dr. Leigh Funk ☒ Approved ☐ Other Notes:

New Business

Proposal	Action & Proposal Type	Proposed Changes	Specific Changes	Status
Nominate Chair-Elect				☐ Motion to Approve By: ☐ Motion Seconded By: ☐ Approved ☒ Other

				Notes: This will need to be tabled for the next meeting because all the members in attendance were rolling of the committee this semester.
EPCC Policies & Procedures	Creation of an official policies and procedures document for the EPCC	• Policies • Committee Actions • Committee Member Expectations • Curriculum Committee Rubrics in Qualtrics	See draft document The PC's were shown a preview of the Qualtrics survey that will be used to review proposals next semester.	☒ Motion to Approve By: Dr. Leigh Funk ☒ Motion Seconded By: Dr. James Gambrell ☒ Approved ☐ Other Notes: There will be a rotation schedule for the initial review of proposals based on a collaborative decision by the committee. Those that are a part of the initial review process will be emailed a link to the survey as well as an identifier for the proposal. There was some discussion about an associate dean taking on a dual role as initial reviewer and preparer.

				(There needs to be more discussion.) There was some discussion about the KSU expectations for EPCC. It was suggested that the data from the Qualtrics survey be summarized in a final report at the end of each academic year. There will need to be a caveat added to the policies and procedures that includes a link to the latest syllabus template. Motion to approve based on completing suggested revisions.
ITEC 7602: Creating a Culture of Personalized Learning	New Course	This course will be a 3-credit hour course within a proposed program of 9 credits spread over 3-courses. This program is designed to not only stand alone, but this course and the proposed program can be embedded in the Masters of Instructional Technology in the BCOE. It can also be	This course prepares teachers to foster a culture of personalized learning in their classrooms through course readings and instructional media. Through course assignments candidates will demonstrate mastery of the teacher personalized learning standards and competencies defined by the Georgia Professional Standards Commission, including Executive Function, Learner Agency, Asset-	☐ Representation not present; tabled ☒ Motion to Approve By: Dr. Leigh Funk ☒ Motion Seconded By: Dr. James Gambrell ☐ Motion to Wave Second Reading By:

		embedded in other EPP M.Ed. programs with 3 electives including Special Education and Educational Leadership.	Based Dispositions, Growth and Mastery Mindset, and Expanded Collaboration. This course provides the learner with an opportunity for deeper exploration and understanding of how to create the culture required for personalized learning to be enacted effectively.	☐ Motion Seconded By: ☒ Approved ☐ Other Notes: Motion to approve entire package based on revisions. The syllabus was updated with the required readings and additional readings lists. For this proposal the originator was custom routed. The originator was able to edit the proposal and return it back to the EPCC. If there are changes that are not content barring, you can custom route them back to the originator for editing.
ITEC 7603: Employing the Processes of Personalized Learning	New Course	This course will be a 3-credit hour course within a proposed program of 9 credits spread over 3 courses. This program is designed to not only stand alone, but this course and the proposed program can	This course prepares classroom teachers to employ the processes and pedagogies of personalized learning through course readings and instructional media. Through course assignments candidates will demonstrate mastery of the teacher personalized learning standards and	☐ Representation not present; tabled ☒ Motion to Approve By: Dr. Leigh Funk ☒ Motion Seconded By: James Gambrell

		be embedded in the Masters of Instructional Technology in the BCOE. It can also be embedded in other EPP M.Ed. programs with 3 electives including Special Education and Educational Leadership.	competencies defined by the Georgia Professional Standards Commission including Authentic and Adaptive Assessment, Flexible Educational Resources, Individualized Path, Dynamic Communication, and Life-Long Professional Learning. This course provides the learner with an opportunity for deeper exploration and understanding of how to employ the processes and pedagogies required for personalized learning to be enacted effectively.	☐ Motion to Wave Second Reading By: ☐ Motion Seconded By: ☒ Approved ☐ Other Notes: Approved pending the specified revisions. Same changes as the course above. The only exception is this course has a different OER because it changes according to standard.
Personalized Learning Certificate	New Minor/Certificate Program	Type of Program: Certificate – Stand Alone	The personalized learning certificate is a nine-credit hour sequence that aims to provide learners with foundational understanding of what personalized learning is, and the competencies necessary to effectively personalize a classroom or course. Learners demonstrate ten competencies for the Personalized Learning Certificate, and plan how to personalize their own classrooms. The program competencies include: Prioritized Executive Function, Learner Agency, Asset-based Dispositions, Growth and Mastery Mindset, Authentic and Adaptive Assessment, Flexible	☐ Representation not present; tabled ☒ Motion to Approve By: Dr. Leigh Funk ☒ Motion Seconded By: Dr. James Gambrell ☐ Motion to Wave Second Reading By: ☐ Motion Seconded By: ☒ Approved ☐ Other

			Education Resources, Individualized Path, Dynamic Communication, Expanded Collaboration, and Life-Long Professional Learning. The required three courses include ITEC 7600 (Personalized Learning & Technology Rich Environments), ITEC 7602 (Creating a Culture of Personalized Learning), and ITEC 7603 (Employing the Processes of Personalized Learning). The first course, ITEC 7600, is a pre-requisite to both ITEC 7602 and ITEC 7603; however, ITEC 7602 and ITEC 7603 may be taken in any order or simultaneously.	Notes: The same changes that were made to the personalized learning endorsement were made to the personalized learning certificate. The exception was the certificate notification form was included in place of the BOR notification form.
Personalized Learning Endorsement	New Minor/Certificate Program	Type of Program: Endorsement - Education	The personalized learning endorsement is a nine-credit hour sequence that aims to provide learners with foundational understanding of what personalized learning is, and the competencies necessary to effectively personalize a classroom or course. Learners demonstrate ten competencies as outlined by the Georgia Professional Standards Commission (GaPSC) standards for the Personalized Learning Endorsement, and plan how to personalize their own classrooms. The program competencies include: Prioritized Executive Function, Learner Agency, Asset-based Dispositions, Growth and Mastery Mindset, Authentic and Adaptive Assessment, Flexible Education	☐ Representation not present; tabled ☒ Motion to Approve By: Dr. Leigh Funk ☒ Motion Seconded By: Dr. James Gambrell ☐ Motion to Wave Second Reading By: ☐ Motion Seconded By: ☒ Approved ☐ Other Notes: The BOR required notification form and

			Resources, Individualized Path, Dynamic Communication, Expanded Collaboration, and Life-Long Professional Learning. The required three courses include ITEC 7600 (Personalized Learning & Technology Rich Environments), ITEC 7602 (Creating a Culture of Personalized Learning), and ITEC 7603 (Employing the Processes of Personalized Learning). The first course, ITEC 7600, is a pre-requisite to both ITEC 7602 and ITEC 7603; however, ITEC 7602 and ITEC 7603 may be taken in any order or simultaneously.	an executive summary were added. It was mentioned in the last meeting to add a caveat about AI vs co-planning. The originator chose not to include this information.
EDSM - 8701 - Contemporary Issues in Educational Equity for Secondary & Middle Grades Education	New Course	Added to: • EDS in Middle Grades Education • EDS in Secondary Education • EDD in Middle Grades Education • EDD in Secondary Education	This course is designed to broaden students' understandings of contemporary equity issues in education. Students will examine equity issues at global, national, regional, state, and individual levels. Students will assess themselves, their students, their classrooms and schools for contemporary barriers to equity and develop a proposal for progress.	☐ Representation not present; tabled ☒ Motion to Approve By: Dr. James Gambrell ☒ Motion Seconded By: Dr. Raynice Jean-Sigur ☐ Motion to Wave Second Reading By: ☐ Motion Seconded By: ☒ Approved ☐ Other Notes: The originator added the required text with a statement about the required additional

				readings, an alignment matrix, and an evaluation grading scale.
EDSM - 8901 - Seminar I: Trends & Issues in Secondary & Middle Grades Ed	New Course	Added to: • EDS in Middle Grades Education • EDS in Secondary Education • EDD in Middle Grades Education • EDD in Secondary Education	The course is taken in the first semester of the EDS program and is designed to assist advanced graduate students in developing an understanding of seminal research, contemporary trends, and emerging issues related to teaching and learning in secondary and middle grades settings. The course is designed to assist advanced graduate students in conceptualizing their final project and developing a plan for its completion.	☐ Representation not present; tabled ☒ Motion to Approve By: Dr. James Gambrell ☒ Motion Seconded By: Dr. Raynice Jean-Sigur ☐ Motion to Wave Second Reading By: ☐ Motion Seconded By: ☒ Approved ☐ Other Notes: Motion to approve based on the suggestion revisions. There was a list of required readings added along with a statement about additional readings. Additional readings are broken down by

				content area because it is a capstone course. The grading scale will need to be adjusted to 210 points for the grade of F.
EDSM - 8902 - Seminar II: Capstone Course in SMGE	New Course	Added to: • EDS in Middle Grades Education • EDS in Secondary Education • EDD in Middle Grades Education • EDD in Secondary Education	The course is taken in the last semester of the EDS program and serves as either the culminating academic endeavor of EDS candidates in SMGE or serves as a bridge to the EDD for those candidates continuing own on toward the doctorate. The course provides candidates with the opportunity to disseminate writings, research, or other products related to their own professional interests developed thorough through analysis and synthesis of seminal research in their content areas and/or to complete an initial proposal (conceptual framework, research questions and research design) for their own dissertation research.	☐ Representation not present; tabled ☒ Motion to Approve By: Dr. James Gambrell ☒ Motion Seconded By: Dr. Raynice Jean-Sigur ☐ Motion to Wave Second Reading By: ☐ Motion Seconded By: ☒ Approved ☐ Other Notes: There were required texts, additional readings, a complete list of readings, and a grading scale added to the proposal.
Middle Grades Education, Ed.S. (Language Arts,	Change to Program Name, Requirements, or Policies	Reorganization of program hours and	The new Education and Research core has 9 hours; a reduction from the original 15 hours. Six hours of content was removed from the core and added	☐ Representation not present; tabled ☒ Motion to Approve

Program	Change Type	Description	Details	Action
Mathematics, Science, and Social Studies concentrations)		adding of EDSM 8701, 8901, & 8902.	to the teaching major into existing courses OR with creation of new courses. Furthermore, the reduction in core hours was related to duplications in content and concepts across the core and teaching major. For example, the hours associated with the generic assessment course (EDUC 8705) in the core has been allocated to the Teaching Field Major (Content) areas to accommodate a course focused on assessment in the content areas(e.g. Assessment of Math Learning, Assessment of ELA Learning, Assessment of Science Learning, etc.) for those EDS students who have not had an advanced assessment course.	By: Dr. James Gambrell ☒ Motion Seconded By: Dr. Raynice Jean-Sigur ☐ Motion to Wave Second Reading By: ☐ Motion Seconded By: ☒ Approved ☐ Other Notes: There was a viability section added to the end of the executive summary. The title of the viability section will need to be changed to program viability.
Secondary Education, Ed.S. (English, Chemistry, History and Mathematics concentrations)	Change to Program Name, Requirements, or Policies	Reorganization of program hours and adding of EDSM 8701, 8901, & 8902.	The new Education and Research core has 9 hours; a reduction from the original 15 hours. Six hours of content was removed from the core and added to the teaching major into existing courses OR with creation of new courses. Furthermore, the reduction in core hours was related to duplications in content and concepts across the core and teaching major. For example, the hours associated with the generic assessment course (EDUC 8705) in the	☐ Representation not present; tabled ☒ Motion to Approve By: Dr. James Gambrell ☒ Motion Seconded By: Dr. Raynice Jean-Sigur ☐ Motion to Wave Second Reading

| | | | core has been allocated to the Teaching Field Major (Content) areas to accommodate a course focused on assessment in the content areas(e.g. Assessment of Math Learning, Assessment of ELA Learning, Assessment of Science Learning, etc.) for those EDS students who have not had an advanced assessment course. | By: ☐ Motion Seconded By: ☒ Approved ☐ Other Notes: Motion to approved after correcting the suggested revisions. The title of the viability section will need to be changed to program viability. There was also data from the last KSU Improve added to the proposal. The official enrollment numbers will need to be added. Dr. Funk will send Dr. Wallace the official enrollment number for AY 18. |
| Middle Grades Education, Ed.D. (Language Arts, Mathematics, and | Change to Program Name, Requirements, or Policies | Reorganization of program hours and adding of EDSM 8701, 8901, & 8902. | The new Education and Research core has 9 hours; a reduction from the original 15 hours. Six hours of content was removed from the core and added to the teaching major into existing | ☐ Representation not present; tabled ☒ Motion to Approve By: Dr. James Gambrell |

| Social Studies Concentrations) | | | courses OR with creation of new courses. Furthermore, the reduction in core hours was related to duplications in content and concepts across the core and teaching major. For example, the hours associated with the generic assessment course (EDUC 8705) in the core has been allocated to the Teaching Field Major (Content) areas to accommodate a course focused on assessment in the content areas(e.g. Assessment of Math Learning, Assessment of ELA Learning, Assessment of Science Learning, etc.) for those EDS students who have not had an advanced assessment course. | ☒ Motion Seconded By: Dr. Raynice Jean-Sigur
☐ Motion to Wave Second Reading By:
☐ Motion Seconded By:
☒ Approved
☐ Other
Notes:
Motion to approve pending the suggested changes are made. The title of the viability section will need to be changed to program viability.

There was also data from the last KSU Improve added to the proposal.

The official enrollment numbers will need to be added. Dr. Funk will send Dr. Wallace the official enrollment number for AY 18. |

| Secondary Education, Ed.D. (English, Chemistry, History and Mathematics Concentrations) | Change to Program Name, Requirements, or Policies | Reorganization of program hours and adding of EDSM 8701, 8901, & 8902. | The new Education and Research core has 9 hours; a reduction from the original 15 hours. Six hours of content was removed from the core and added to the teaching major into existing courses OR with creation of new courses. Furthermore, the reduction in core hours was related to duplications in content and concepts across the core and teaching major. For example, the hours associated with the generic assessment course (EDUC 8705) in the core has been allocated to the Teaching Field Major (Content) areas to accommodate a course focused on assessment in the content areas(e.g. Assessment of Math Learning, Assessment of ELA Learning, Assessment of Science Learning, etc.) for those EDS students who have not had an advanced assessment course. | ☐ Representation not present; tabled
☒ Motion to Approve By: Dr. James Gambrell
☒ Motion Seconded By: Dr. Raynice Jean-Sigur
☐ Motion to Wave Second Reading By:
☐ Motion Seconded By:
☒ Approved
☐ Other
Notes:
Motion to approve the entire package pending the following changes: title heading change, evaluation scale adjustments, and data correction. |
| Adjournment | | | | ☒ Motion to Approve By: Dr. Leigh funk
☒ Motion Seconded By: Dr. Raynice Jean-Sigur
☒ Approved
☐ Other
Notes: Please share with your fellow |

				faculty that the MAT program will allotted one program change submission per year.

Quorum: Six EPCC members are required for a quorum. Are six members present to meet quorum requirements? ⊠ Yes ☐ No

EPCC Members (Term)	Representing	Present	Proxy Name	Excused
Nicholas Clegorne	BCOE (EDL)	☐		☐
Erin Adams	BCOE (EECE)	☐		☐
James Gambrell	BCOE (INED)	⊠		☐
Julia Fuller	BCOE (ITEC)	⊠		☐
Ann Bennett (Chair)	BCOE (SMGE)	⊠		☐
Peter St. Pierre	CHHS (HPE)	⊠		☐
Darren Crovitz	CHSS (ENED/FLED/HIED)	⊠		☐
Alison Mann	COTA (ARED/MUED)	☐		☐
Olga Koz (guest)		⊠		

EPCC Members (Permanent)	Representing	Present	Proxy Name	Excused
Raynice Jean-Sigur	Teacher Leadership and Curriculum & Instruction (Program Coordinator)	⊠		☐
Kawonza Jones-Wilson	Clinical Experiences, Placements & Partnerships (Director)	☐		☐
Maurice Wilson	Education Student Services (Director)	☐		☐
Neporcha Cone (Ex-Officio)	Dean's Office (Assoc. Dean of Undergraduate Studies)	☐		☐
Dana Fox (Ex-Officio)	Dean's Office (Assoc. Dean for Graduate Studies and Research)	⊠		☐
Leigh Funk	Dean's Office (Assoc. Dean for Quality Assurance)	⊠		☐

Originator/Department Representative: Is an originator or a dept. representative present for all proposals on the agenda? ☐ Yes ☐ No

Originators/Dept. Representatives	Representing	Present
Anissa Vega	ITEC	☒
Carolyn Wallace	SMGE	☒
Mei-Lin Chang	SMGE	☒
		☐
		☐