Academic Affairs Committee End-of-Year Report
2014-2015

Representatives:
ECE/SPED/PE: Joan Kaderavek & Edward Cancio
Curriculum & Instruction: Susanna Hapgood (chair) & Berhane Teclhaimanot
Foundations: Mary Ellen Edwards & Randy Vesely
Graduate Students: Kelsy Krise & Chelsea Chandler
Undergraduate Student: Mary Gibbons
Ex-officio: Virginia Keil, Heather Tessler

I. Curricular proposals recommended for approval:

A. New Programs (with associated new and modified courses):

1. Certificate of Interdisciplinary Training Program (SPED and CIEC)
   Specific courses recommended for approval:
   
   | SPED 5/7270 | Team Models and Community Network |
   | CIEC 5/7610 | SPED 5/7610 | Seminar I: Orientation to interprofessional teaming |
   | CIEC 5/7620 | SPED 5/7620 | Seminar II: Leadership and advocacy in interprofessional teaming |
   | CIEC 5/7630 | SPED 5/7630 | Seminar III: Evidence-based practice and innovation in teaming |
   | CIEC 5/7640 | SPED 5/7640 | Practicum in interprofessional teaming |

2. Revision of Undergraduate MIDD and A/YA preparation programs. Highlights of the new program include two full year internships and content-based pedagogy. Program, course modifications, and one new course were recommended to Council for approval:

<table>
<thead>
<tr>
<th>MIDD</th>
<th>A/YA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 4320-001 Literature for Young Adults</td>
<td>CI 4320-002 Literature for Young Adults</td>
</tr>
<tr>
<td>CI 4550-001 Teaching Problem Solving in Math</td>
<td>CI 4550-002 Teaching Problem Solving in Math</td>
</tr>
<tr>
<td>CI 4680-001 Teaching the Nature of Science</td>
<td>CI 4680-002 Teaching the Nature of Science</td>
</tr>
<tr>
<td>CI 4720-001 Best Practices for Teaching Social Studies</td>
<td>CI 4720-002 Best Practices for Teaching Social Studies</td>
</tr>
<tr>
<td>CI 4190 Practicum I</td>
<td>CI 4190 Practicum I</td>
</tr>
<tr>
<td>CI 4050 Teaching Methods in Middle Grades English Language Arts</td>
<td>CI 4150 Methods of Teaching A/YA English Language Arts</td>
</tr>
<tr>
<td>CI 4060 Teaching Methods in Middle Grades Mathematics</td>
<td>CI 4160 Methods of Teaching A/YA Mathematics</td>
</tr>
<tr>
<td>CI 4070 Teaching Methods in Middle Grades Science</td>
<td>CI 4170 Methods of Teaching A/YA Science</td>
</tr>
<tr>
<td>CI 4080 Teaching Methods in Middle Grades Social Studies</td>
<td>CI 4180 Methods of Teaching A/YA Social Studies</td>
</tr>
<tr>
<td>CI 4290 Practicum II</td>
<td>CI 4290 Practicum II</td>
</tr>
<tr>
<td>RESM 4200 Classroom Assessment</td>
<td>RESM 4200 Classroom Assessment</td>
</tr>
<tr>
<td>CI 4390 Practicum III</td>
<td>CI 4390 Practicum III</td>
</tr>
<tr>
<td>CI 4210 Advanced Teaching Methods in Middle Grades English Language Arts</td>
<td>CI 4250 Advanced Methods of Teaching A/YA English Language Arts</td>
</tr>
<tr>
<td>CI 4220 Advanced Teaching Methods in Middle Grades Mathematics</td>
<td>CI 4260 Advanced Methods of Teaching A/YA Mathematics</td>
</tr>
<tr>
<td>CI 4230 Advanced Teaching Methods in Middle</td>
<td>CI 4270 Advanced Methods of Teaching A/YA</td>
</tr>
</tbody>
</table>
3. Graduate level certificate: Culture & Change in Institutions (involves 5 existing courses; students choose 4 of the 5)

B. New Courses:
   RESM 5220/7220: Applied Assessment for Improved Practice
   EDP 5240/7240: Applied Child Behavior and Development

C. Program Modifications:
   MSE in Education and Biology (Addition of RESM 5/7220 as an optional RESM course)
   Literacy Specialist Endorsement Program (into dormancy)

D. Course Modifications:
   CIEC 4460: Science Methods for Early Childhood
   EDP 1500 Thinking, Knowing and Learning from Self-Determination to the Collective Good

E. Curricular Matters in Process:
   Program Modifications to the DE in Educational Administration and Supervision (some aspects of the proposal required further clarification)

II. Recommendations to Council:

Bullet points for student recruitment to the AAC:
- *Excellent experience for someone who is going into academia, the opportunity to see how curricular matters are reviewed and approved.*
- *Fulfill a service component to the University and Judith Herb College of Education*
- *Add a student voice to curricular decisions within the JHCOE*

III. Other business:

A. The Honors Sub-committee of AAC’s role and relationship to AAC and College Council were clarified, changes were made to the College by-laws, elections occurred to
populate the committee and the committee began regular meetings by the Spring of 2015 building on the work of an earlier ad-hoc honors committee. The charge for the committee, as proposed by AAC and approved by Council was:

- Materials for JHCOE honors students prior to moving to JHCOE professional education level classes (i.e. during honors’ students first years at UT to inform them about what to expect once in the College of Education).
- Handbook of policies and guidelines for honors student within JHCOE. The handbook needs a subsection that describes guiding principles for faculty who are working with honors students (e.g., description and guidelines for the drafting of an honors learning contract, how alternative assignments versus additional assignments are preferable, and examples of high quality honors contract).
- More clarification about the interface of the Honors College and the JHCOE Honors program (e.g., What can the student expect once they move to JHCOE honors program).
- Short and long terms plans for disseminating information to faculty regarding honors programs as well as for supporting faculty to work with honors’ students.

The Honors sub-committee was able to meet three times after first convening in February, 2015. They discussed the nature of learning contracts for honors’ students and reviewed existing and draft documents regarding materials to guide honors’ students that currently exist in the College (e.g. syllabus for ETPT 2020, draft “Pathways” document from the Jessup Scott Honors College) and generated the following recommendations for the on-going work of this committee for the next academic year:

- Recommendation: Develop cohesive honors programs with specific learning outcomes.
- Recommendation: Develop curriculum addendums for courses with expectations for honors students (learning outcomes, assessment, grading, etc.) that have honors section. Addendums will be in alignment with overall outcomes of honors program and approved at the college level.
- Recommendation: Until addendums are developed, faculty could use the draft version of the honors learning outcomes (see minutes 3/25/2015) to inform the syllabi of honors sections and/or the development of honors learning contracts.
- Recommendation: Develop example versions of honors learning contracts.
- Recommendation: Honors learning contracts are being approved by the honors subcommittee at the beginning of each academic semester
- Recommendation: Honors assignments are archived and if appropriate showcased in Seelio.
- Recommendation: Honors students show case one assignment/ product during an annual “honors conference.”

Minutes from the honors sub-committee are posted on the College website.
B. Academic Grievances and Appeals
The committee submitted an academic grievances grade appeal recommendation in September 2014 to the College Executive Associate Dean.

C. Doctoral Handbook
During the fall Council and AAC solicited responses from faculty regarding two proposals forwarded to the College in 2013/2014 regarding doctoral exam processes. Open forums and an online discussion board were used to gather feedback to the proposals. The consensus suggested that (a) programs would need to develop their own guidelines for doctoral major exam processes and (b) there was not enough support for a “qualifying exam” to move forward with that proposal, though there was a great deal of support for developing better mechanisms to identify and work with doctoral students with potentially insufficient writing skills early in their programs.

Work on the other portions of the revised doctoral handbook continued in the spring and in April, College Council was presented with the draft of all portions of the doctoral handbook with the exception of the exam processes (which need to be finalized at the program-level).

It is anticipated that work on the handbook will continue in the fall of 2015, ideally with a final product by the end of October.

D. Working with the wonderful Josh Spieles of the Carver Center, AAC was able to establish a system for posting curricular matters for review by the whole faculty on the College website. That was up and working by November 2014.

IV. On-going Work & Goals

A. Complete the revisions to the Doctoral Handbook by October 2015. This will necessitate program-level work to draft and accept doctoral exam processes.
B. Write and distribute a guide for faculty about how to complete curricular proposals. AAC has found that many faculty are uncertain how to fill out the required forms and how the process for curricular changes works.
C. Work with the appropriate faculty to shepherd revisions to the Educational Administration and Supervision Program through the process
D. Work with the Dean’s office to solve signature authority issues at the department level within the Curriculum Tracking System

V. Work of AAC in relation to JHCOE Strategic Plan

Enrollment/Rentention
All of the actions of AAC take into account the issues of enrollment and retention. As faculty modify old courses, create new programs, update old programs and create new courses, they are acting in ways meant to make our programs and coursework more attractive and relevant to current and prospective students.

The work to develop better understanding in the College of Honors Programs is another example of an activity related to this aspect of the strategic plan.

**Public Perception**
Although the work of AAC can be rather technical it is essential to the functioning of the College and ultimately to the public perception of the College. In particular, a number of the courses recommended by AAC for approval had elements related to data-driven decision-making and diversity, elements noted in the strategic plan and ones on which to focus additional attention.

**Teacher Preparation**
The work of the AAC this year had direct impact on improving our teacher preparation programs with the recommendation for approval of a major program modification of the MIDD and AYA undergraduate licensure programs, which have as a hallmark highly purposeful and intensive field-placements.

**Partnerships**
The AAC was involved in helping shepherd the new Certificate of Interdisciplinary Training Program through the curriculum process. As such, JHCOE was the first College to approve this major new initiative that will eventually involve professionals in seven different areas better work together. The fields involves are Early Childhood Education, Occupational Therapy, Physical Therapy, School Psychology, Social Work, Special Education, and Speech Language Pathology.

**Brand Creation**
JHCOE’s graduate level offerings are a distinctive aspect to the College in the region. The AAC’s efforts to engage faculty in discussions around the revision of the doctoral handbook is an example of activity at the faculty level that is essential to establishing a shared-vision of what graduate education at JHCOE should be like. Such a shared-vision is important for brand creation.

**Successor Planning**
With its active student membership and rotating faculty membership, the AAC is an important venue for junior faculty and future academics to learn the ins and outs of some aspects of shared governance, particularly curricular change processes. Curriculum and faculty work on curriculum are foundational aspects of the University’s vibrancy. It is essential that we continue to foster understanding of and engagement in these processes. Plans to create and distribute to faculty more guidance and explanation about how to develop and present curricular changes will be important in ensuring that this important aspect of faculty work continues with attention to integrity and rigor.