

Minutes
Graduate Council Meeting
2 p.m., Tuesday, May 7, 2013
Room 355 Ayers Hall

1. College of Nursing

- a. New Course – this course will be a required course for the MSN with a major in Community Health Nursing, however, it will not change the total of 38 graduate semester hours needed for the degree because it is a zero credit hour course.
 - i. **NU 501 Online MSN Orientation (0).** Online orientation is designed to provide a framework for delivery of essential information designed to promote academic success of the newly enrolled graduate student; and to provide consistent introduction to online services at the university.

A motion was made by Dr. Rich Kania to approve item I with the stipulation that the course be Pass/Fail. This was seconded by Dr. Linda Mitchell. The vote was unanimous.

2. College of Arts and Sciences

- a. **MPA/ Department of Political Science and Public Administration – Program Revision**
 - i. Adding a course to the required courses for fall 2013 – **PSC 546 Diversity in the Workplace (3)** (which has already been approved by the graduate council).
 - ii. Please see Attachment F for MPA Program Revisions

A motion was made by Dr. Laura Weinkauff to approve item 2, a. This was seconded by Dr. Linda Mitchell. The vote was unanimous.

b. English

- i. New Course – this course is designed to improve the curriculum of the English department by allowing students the opportunity to learn about literature from non-Western cultures. By reading and discussing texts of various genres and time periods, students will improve their skills in critical thinking, writing and oral communication

1. **EH 431G, Non-Western Literature (3)** *Prerequisite: EH 102 or 104.* An introduction to literature of the non-Western world from ancient times to the twenty-first century. This course will examine different genres of literature originating in the following regions or cultures: Asia, the Middle East, Africa, South and Central America, as well as other cultures whose heritage is not primarily based on the Western tradition.

A motion was made by Dr. Paige McKerchar to approve item 2, b. This was seconded by Dr. Dan Krejci. The vote was unanimous.

c. Art – Course Revisions and Changes for the MFA in Visual

Communication and Design – These changes are being made for several reasons. One is to try to achieve clarity in our MFA program of study and our course offerings. The second is to bring our programs in line with the recommendations of our accrediting agency, NASAD. They demand a clear and well-organized program of study but also they have specific standards and established criteria for the numbers of hours in studio courses versus lecture and elective courses in any graduate program of study. These changes in course descriptions and additional courses should bring us in line with those standards. Additionally, we are making some of these changes to use the expertise of several new faculty members in the department.

As we have reviewed the MFA program this year and worked with our graduate students on their progress through the program it has become clear that we need clarity in course sequencing and course content. A number of courses that are currently repeated for credit, actually need to be two distinct courses with specific content and sequencing. As both an advising and recruiting tool these changes will begin to organize the goals and structure of our MFA. Anyone looking at the program will now have a better sense of its goals, objectives and content. At the same time, it

should make it easier for our students to make progress through the curriculum. (See attachment C).

i. New Courses:

1. **ART 605, Graduate History of Graphic Design (3).** In depth study of major works, movements and artists associated with the history of graphic design.
2. **ART 620, Advanced Design Studio (3) (3).** *Prerequisite: Art 619.* Continuation and application of Design Studio Graduate design studio work. Students will author advanced designer-focused projects with interpretation of complex media and materials at multiple levels using both traditional and modern techniques. *May be repeated for credit up to a maximum of six hours, with permission of the instructor and department head.*
3. **ART 660, Advanced Contemporary Media/Communication Studio (3).** *Prerequisite: ART 640 Building on Contemporary Media/Communication Studio.* Students will utilize time-based and digital techniques to create modern projects for interactive, time-based, web, and app based media.
4. **ART 644, Design Studio Exhibition Research II (3).** *Prerequisite: ART 643.* As the MFA capstone course, this course will prepare and produce the final MFA Exhibition.
5. **ART 645, Advanced Design Studio (3) (3).** *Prerequisite: ART 642.* Continuation and application of Design Studio. Graduate design studio work. Students will author advanced designer-focused projects with interpretation of complex media and materials at multiple levels using both traditional and modern techniques. *May be repeated for credit up to a maximum of six hours, with permission of the instructor and department head.*

6. **ART 680, Graduate Seminar in Art History (3) (3).**
Intensive seminar and research course to explore many varied aspects of visual communication and design history and theory. *May be repeated for credit up to a maximum of six hours, with permission of the instructor and department head.*

ii. Course Deletions

1. **ART 623, History of Graphic Design I (3).**
2. **ART 624, History of Graphic Design II (3).**

A motion was made by Dr. Kory Hill to approve item 2, c. This was seconded by Dr. Lou Reinisch. The vote was unanimous.

3. College of Education

a. Curriculum and Instruction – Program Revisions

- i. The Early Childhood Special Education Master’s Degree program coursework is being updated to reflect recent changes in Special Education programming. The courses added to the ECE/SPE program are all previously submitted graduate courses.

In the Master of Science in Education with a major in Early Childhood Special Education (P-3), these courses are **added** to the core requirements:

- **SPE 509, Data Analysis (3)**
- **SPE 510, Characteristics of Disabilities Across the Lifespan (3)**
- **SPE 554, Medical, Legal, and Ethical Aspects of SPE (3)**
- **SPE 520, Technology for Special Education (3)**

The following courses will be **deleted** from the core requirements:

- **SPE 505, Functional Communication (3)**
- **SPE 533, Applied Behavior Analysis (3)**

The following courses will be **added** to the Teaching Field Requirements:

- **SPE 527, Methods and Materials, Severe Disabilities (3)** *Prerequisite: SPE 510.* Methods for teaching students with moderate to severe disabilities throughout the life span including hands-on experiences; emphasis on career education, transitions, and lesson plans emphasizing life skills. Emphasis is on self-evaluation and plans to improve instruction.

- **SPE 562, Practicum in Severe Disabilities (3)**
- **SPE 570, Current Trends in SPE (3)** *Prerequisite: EFD 500, SPE 551, and SPE 562.* This course will be the cumulating experience in the Masters program. Candidates will be required to conduct an action research project in their practicum/internship placement on either an individual student or the entire class. Candidates will be required to write up the research project for possible submission and present the project to the SPE Graduate Faculty.

The following courses will be **deleted** from the Teaching Field Requirements:

- **SPE 560, Characteristics of Severe Disabilities (3)**
- **SPE 561, Research and Practices: Severe Disabilities K-6 (3)**
- **SPE 584, Practicum in Severe Disabilities K-6 (3)**

A motion was made by Dr. Lou Reinisch to approve item 3, i. This was seconded by Dr. William Kiser. The vote was unanimous.

ii. Master of Science in Education with a Major in Early Childhood Education (P-3) Program Revision

The following courses are deleted from the above program:

- Deleted from the Core requirements -
 - **EFD 560, Psychological Principles of Learning (3)**
 - **EFD 531, Philosophy of Education (3)**
 - **EFD 532, Social Foundations of Education (3)**
 - **EAD 564, Law and Politics of Education (3)**
- Deleted from the Teaching Field Requirements:
 - **ECE 531, Implementation and Administration of Early Childhood Programs (3)**

A motion was made by Dr. William Kiser to approve item 3, ii. This was seconded by Dr. Linda Mitchell. The vote was unanimous.

iii. Alternative Fifth-Year Program Master of Science in Education with a major in Early Childhood Education (P-3)

- Deleted from the Core Requirements:
 - **EED 541 Teaching Mathematics (3)**
 - **EED 544 Teaching Science (3)**

- Deleted from the Undergraduate Deficiency Requirements:
 - **ECE 305, Creative and Mental Development (3)**
 - **EED 312, Children’s Literature (3)**
 - **EED 341, Mathematics for Children (3)**
 - **EED 342, Teaching Reading**
 - **EIM 300, Introduction to Educational Technology (2)**

- New Course
 - **ECE 310, Early Childhood Math and Science for the Twenty-First Century (3).** *Prerequisites: Admission to the College of Education required undergraduate maths and sciences. Co-requisites: ECE Block. Methods and materials in teaching math and science concepts and processes in P-3 classrooms.*

- New Course
 - **RDG 311, Early Childhood Reading and Literature for the Twenty-First Century (3).** *Prerequisites: Admission to College of Education, and successful completion of the ECE Block. Methods, materials, and research findings on beginning reading instruction in P-3 classrooms. Emphasis will be placed on teaching phonics and integrating children’s literature in early childhood literacy programs.*

A motion was made by Dr. William Kiser to approve item 2, iii. This was seconded by Dr. Rich Kania. The vote was unanimous.

- iv. **MSE Traditional and Alternative with a major in Collaborative Teacher/Special Education (K-12).** Currently both the BSE and MSE in Special Education are divided into P-6 and 6-12 certification tracks. The intent of this proposal is to combine the two-degree programs/certification tracks into a single K-12 degree/certification program. The benefits derived from this action will make graduates more marketable (i.e., more employment opportunities) since they can serve as a special education/collaborative teacher on any grade level. Combining the degrees/certifications into one is supported by superintendents in

the Jacksonville State University service area. (see attachment A & B).

1. New Course: **SPE 509, Data Analysis, K-12 (3)**. Application and interpretation of descriptive statistics in educational research. Topics include properties of the normal distribution, defining and measuring variables, frequency distributions, measures of central tendency, measures of variability, z-scores, correlation, and reliability computations. Computer software programs such as MS Excel will be used to summarize, describe, present, and interpret data to facilitate decision-making for students with various disabilities.
2. New Course: **SPE 510, Characteristics of Disabilities Across the Lifespan (3)**. *Prerequisite: SPE 300/500 or equivalent*. The purpose of this course is to introduce the basic concepts and issues of biological and psychological growth and development from conception through old age. Emphasis is placed on biophysical, cognitive, and psychosocial development throughout the lifetime for students with disabilities.
3. New Course: **SPE 520, Technology for SPE (3)**. *Prerequisite: SPE 510*. This class is to prepare candidates to be contributing professional educators in the area of collaborative education technology. As a professional educator, you will possess specialized knowledge in the applications of technology to support UDL and RTI for the students with disabilities who have diverse learning needs. You will also have the ability to transform that knowledge pedagogically into a form appropriate to the classroom and the learner, preparing the student for the transition to the appropriate learning environments, including work or the educational setting.
4. New Course: **SPE 527, Methods and Materials, Severe Disabilities (K-12) (3)**. *Prerequisites: SPE 510*. Methods for teaching students with moderate to severe disabilities

throughout the life span including hands-on experiences, emphasis on career education, transitions, and lesson plans emphasizing life skills. Emphasis is on self evaluation and plans to improve instruction.

5. New Course: **SPE 528, Methods and Materials, Mild Disabilities (K-12) (3)**. *Prerequisites: SPE 510.* Advanced discussion of how mild disabilities affect academics and behavior; current methods for teaching and training individuals from kindergarten through graduation.
6. New Course: **SPE 551 Practicum in Mild Disabilities, K-12 (3)**. *Prerequisites: A passing score on the appropriate Praxis II examination, permission of instructor, and successful completion of SPE 509, 510, 520, 521, 522, 528.* Practicum experiences working with students with mild disabilities. Teacher candidates will be required to spend 60 hours in a K-6 setting and 60 hours in a 7-12 setting. Candidates employed as general educators may not gain collaborative education clinical experience in their own classrooms, even if collaborative education students are included in your class. Practicum candidates must register for SPE 551 and participate in practical field experiences in both an inclusive elementary public school setting AND an inclusive secondary public school setting designed to help them apply educational theory and field-tested research based best practices in the classroom. In the field experience, the SPE practicum candidate is required to actively transition into a co-teaching role with a general education teacher(s) in the inclusive classroom environment for students with mild disabilities. The SPE practicum coursework and related practicum experiences will prepare candidates to teach in all core general education curriculum areas, as well as communication, social behavior, job competency and life skills.
7. New Course: **SPE 570, Current Trends in Special Education (3)**. This course will be the culminating experience in the Masters program. Candidates will be required to conduct an action research project in their practicum/internship placement on either an individual student or the entire class. Candidates will be required to write up the research project

for possible submission and present the project to the SPE Graduate Faculty.

A motion was made by Dr. Paige Mckerchar to approve item 2, iv. There was discussion that some of the new course descriptions need to be edited so they are shorter and Dr. Barkley will handle that. This was seconded by Dr. Linda Mitchell. The vote was unanimous.

v. **Master of Science in Education with a major in Elementary Education (K-6) and Alternative 5th Year Master of Science in Education with a major in Elementary Education (K-6) (see attachments D and E)**

1. New Courses

- a. **EED 509, Advanced Twenty-First Century Teaching and Learning (3).** *Prerequisite: Admission to Teacher Education Program.* This course is designed to guide graduate teacher candidates to critically examine local school culture and/or teaching practices, set reasonable and appropriate 21st Century goals for change, and plan/conduct an action research project to achieve identified objectives:
- b. **EED 511, Mathematics for Children (3)** *Prerequisites: Math 112 and other core math courses. Requires Teacher Education Program admission.* Materials and methods in the teaching of elementary mathematics concepts and processes. Taken in conjunction with EED 512, 513, and 514.
- c. **EED 512, Science for Children (3).** *Prerequisites: All core science courses and Teacher Education Program admission.* Methods, materials, laboratory demonstration, and organization of science concepts and processes taught in the elementary grades. Taken in conjunction with EED 511, EED 513, and EED 514.
- d. **EED 513, Curriculum Integration in Teaching Social Studies (3).** *Prerequisites: Teacher Education Program*

admission. Methods and materials of teaching social studies in the elementary grades. Taken in conjunction with EED 511, EED 512, and EED 514.

e. **EED 514, Practicum in Content Block (3).**

Prerequisite: Admission to Teacher Education Program.

This course provides prospective teachers an opportunity to observe, analyze, and apply mathematics, science, and social studies concepts and theories in schools and classrooms. Taken in conjunction with EED 511, EED 512, and EED 513.

f. **EED 550, Diversity in Today's Classroom (3).**

Prerequisite: Admission to Teacher Education Program.

Course provides information to educators, equipping them to work with ESL students, while incorporating curricular planning and instructional techniques specific to the diverse learner.

g. **RDG 520, Teaching Reading (3).** *Prerequisite:*

Admission to Teacher Education Program. The purpose of this course is to provide information regarding methods, materials, and research findings concerned with beginning reading instruction for the elementary grades.

h. **RDG 521 Practicum in Teaching Reading (1).**

Prerequisite: Admission to Teacher Education Program.

Course provides teachers and prospective teachers an opportunity to observe, analyze, and apply concepts and theories in schools and classrooms.

i. **RDG 546, Multicultural Literature (3).** *Prerequisite:*

Admission to Teacher Education Program. Using literature to increase cultural awareness can be an effective tool for teaching in the elementary classroom. Students will explore, analyze, and share literature that portrays the history, customs, values, and/or languages of various cultural groups.

A motion was made by Dr. Ted Klimasewski to approve item 3, v. This was seconded by Dr. Paige McKerchar. The vote was unanimous.

vi. Secondary Education

1. Course Revision

a. Former Catalog Description

ESE 510, Secondary Practicum One (2). *Co-requisite: ESE 505.* Practical experience for students enrolled in ESE 505. Provides a 25 clock-hour Level II clinical experience, supervised through the Teaching/Learning Center, Ramona Wood Hall and a 25 clock-hour, Level II clinical experience with small groups, supervised by secondary education faculty. Students wishing to take this course must be unconditionally admitted to the Teacher Education Program.

New Catalog Description:

ESE 510, Secondary Practicum One (2). *Co-requisite: ESE 505.* Practical experience for students enrolled in ESE 505. Provides a 100 clock-hour, Level II clinical experience, supervised by secondary education faculty. Students wishing to take this course must be fully admitted to the Teacher Education Program.

A motion was made by Dr. Dan Krejci to approve item 3, vi. This was seconded by Dr. Laura Weinkauff. The vote was unanimous.

4. Emergency Management

i. Application Changes

Deadline dates for application and receipt of all required materials for the MS in Emergency Management degree are: November 1 for spring semester admission, April 1 for summer admission and July 1 for fall semester admission. The Head of the Department of Emergency Management may waive deadline requirements for applicants with extenuating circumstances.

ii. Add to application requirements:

1. A state ment of purpose/interest that shows why the MS degree is important to the applicant , what the applicant will

bring to the program, and how the degree will benefit the applicant's career aspirations.

2. A professional resume including academic history, employment, and voluntary/community work.

A motion was made by Dr. Dan Krejci to approve item 4. This was seconded by Dr. Paige McKerchar. The vote was unanimous.

Attachment A

Master of Science in Education with a major in Collaborative Teacher/Special Education (K-12)

Core Requirements (4-7 semester hours):

ED 500 Introduction to Graduate Education and Technology (1)

(Discipline specific section required first semester of enrollment.)

EFD 500 Research in Education (3)

*SPE 500 Survey Course in Special Education (3)

(Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500.)

Teaching Field Requirements (33 semester hours):

SPE 509 Data Analysis (K-12) (3)

SPE 510 Characteristics of Exceptionality (3)

SPE 520 Technology for SPE (3)

SPE 521 Collaborative Reading/Math Strategies (K-12) (3)

SPE 527 Methods & Materials, Severe Disabilities (K-12) (3)

SPE 528 Methods and Materials, Mild Disabilities (K-12) (3)

SPE 533 Applied Behavior Analysis in SPE, (3)

SPE 551 Practicum in Mild Disabilities (3) (Split K-6 and 6-12)

SPE 554 Medical, Legal, and Ethical Aspects of SPE (3)

SPE 562 Practicum, Severe Disabilities (3) (Split K-6 and 6-12)

SPE 570 Current Trends in SPE (3)

37-40* Graduate Semester Hours Required for this Degree

Notes:

Admission to this program requires fourth-year (bachelor's) teacher certification in Collaborative Teacher/Special Education. Completion of this program leads to eligibility for fifth-year (master's) teacher certification in Collaborative Teacher/Special Education (K-12). Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for colleges and universities. Additional information on College LiveText can be obtained at <http://www.college.livetext.com>

Candidates who have bachelor's level certification in a field other than Collaborative Teacher/Special Education, wishing to pursue advanced certification in Collaborative Teacher/Special Education, must complete the Alternative Master's Program in Collaborative Teacher/Special Education.

Attachment B

Alternative Master of Science in Education with a major in Collaborative Teacher/Special Education (K-12)

Core Requirements (30-33 semester hours):

EFD 500 Research in Education (3)

*SPE 500 Survey Course in Special Education (3)

(Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500.)

SPE 509 Data Analysis (K-12) (3)

SPE 510 Characteristics of Exceptionality (3)

SPE 521 Collaborative Reading/Math Strategies (K-12) (3)

SPE 524 Introduction to the Collaborative Classroom (3)

SPE 527 Methods & Materials, Severe Disabilities (K-12) (3)

SPE 528 Methods and Materials, Mild Disabilities (K-12) (3)

SPE 554 Medical, Legal, and Ethical Aspects of SPE (3)

ED 595 Internship in Education (3)

ED 596 Reflective Practices (3)

Teaching Field Requirements (18 semester hours):

SPE 520 Technology for SPE (3)

SPE 533 Applied Behavior Analysis in SPE, (3)

SPE 534 Assessment and Classroom Management (3)

SPE 551 Practicum in Mild Disabilities (3) (Split K-6 and 6-12)

SPE 562 Practicum, Severe Disabilities (3) (Split K-6 and 6-12)

SPE 570 Current Trends in SPE (3)

Elective (0-3)

*Students who have not satisfied the SPE 500 requirement above must take SPE 500. Students who have previously taken SPE 300 may take any graduate level objective course.

51 Graduate Semester Hours Required for this Degree

Undergraduate Requirements: 2-50 hours of undergraduate course work to include the following:

ED 300 Introduction to Teacher Education (2)

12 hours of Laboratory Science

12 hours of English/language Arts

12 hours of Social/behavioral Sciences

12 hours of Math

53-101 Total Undergraduate and Graduate Semester Hours Required for this Degree

Continued on next page

Notes:

Students must meet admission requirements for the alternative fifth-year teacher certification program.

Completion of this program leads to eligibility for fifth-year (master's) teacher certification in Collaborative Teacher/Special Education (K-12). Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for colleges and universities. Additional information on College LiveText can be obtained at <http://www.college.livetext.com>

**Proposed New Program of Study
Master of Fine Arts in Visual Communication and Design
Jacksonville State University**

FIRST YEAR**Fall Semester**

ART 619 Design Studio (3)
 ART 625 Design Research and Seminar, Readings (3)
 ART 602 Visiting Designer/ Artist Project (3)
 ART 640 Contemporary Media/Comm. (3)

12 hours

Spring Semester

ART 620 Advanced Design Studio (3) or 642 Design Studio (3)
 ART 636 Design Research and Seminar, Readings (3)
 ART 641 Traditional/Communication Studio (3)
 ART 605 or ART 680 Art History *or* approved academic elective or Graphic Design
 Pedagogy

12-15 hours

Summer Semester

ART 620 or 645 Design Studio (3-6)
 ART 641 Traditional/Communication Studio (3)

6-9 hours

SECOND YEAR**Fall Semester**

ART 625 Design Research and Seminar, Readings (3)
 ART 643 Design Studio Exhibition Research I (3)
 ART 660 Contemporary Media/Comm. (3) or Design Studio (3)
 Art History or approved academic elective (3)

12-15 hours

Spring Semester

ART 644 Design Studio Exhibition Research II (3) or Advanced Design Studio (3)
 ART 625 Design Research and Seminar, Readings (3)
 ART 602 Visiting Designer/ Artist Project (3)
 ART 680 Seminar in Art History (3)

12-15 hours

Summer Semester

ART 644 Design Studio Exhibition Research II (3)
 ART 641 Traditional/ Communication Studio (3)

6 hours

Total Credit Hours - 60

**Proposed
Master of Science in Education
Major: Elementary Education (K-6)**

Core Requirements (16-19 semester hours):

ED 500, Introduction to Graduate Education and Technology (1)
(Discipline specific section required first semester of enrollment.)

EED 522, Assessment in Elementary Education (3)

RDG 546, Multicultural Literature (3)

EFD 500, Research in Education (3)

EED 550, Diversity in Today's Classroom (3)

Choose one from the following:

EFD 531, Philosophy of Education (3)

EFD 532, Social Foundations of Education (3)

EAD 564, Law and Politics of Education (3)

*SPE 500, Survey Course in Special Education (3)

(Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500 and have 0 electives)

*Elective (0 or 3 semester hours):

By faculty advisement, 3 graduate semester hours of electives must be selected, by advisement from courses numbered 500 or above.

Teaching Field Requirements (15 semester hours):

EED 541, Teaching Mathematics (3)

RDG 541, Teaching Reading (3)

EED 549, Reflective Teaching Practices and Practicum (3)

(To be taken at end of program during Fall or Spring semester)

Choose two from the following:

EED 543, Teaching Social Studies (3)

EED 544, Teaching Science (3)

EED 545, Teaching Language Arts (3)

31-34 Graduate Semester Hours Required for this Degree

Notes: Admission to this program requires fourth-year (bachelor's) teacher certification in Elementary Education. Completion of this program leads to eligibility for fifth-year (master's teacher certification in Elementary Education. Students in this program are required to purchase College LiveText).

**Proposed
Alternative Master of Science in Education
Major: Elementary Education (K-6)**

Core Requirements (27-30 semester hours):

EED 509, Advanced 21st Century Teaching and Learning (3)

EED 511, Mathematics for Children (3)

EED 513, Curriculum and Teaching in Social Studies (3)

EED 514, Practicum in Content Block (3)

RDG 520, Teaching Reading (Taken with EED 342) (3)

EED 522, Assessment in Elementary Education (3)

EED 550, Diversity in Today's Classroom (3)

Ed 595, Internship in Education (3)

ED 596, Reflective Practices (3)

*SPE 500 Survey Course in Special Education (3)

(Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500.)

Teaching Field Requirements (16 semester hours):

EED 512, Science for Children (3)

EED 545, Teaching Language Arts (3)

EFD 500, Research in Education (3)

RDG 547, Diagnosing Reading Abilities (3)

RDG 521, Practicum in Teaching Reading (1)

RDG 542, Teaching Reading (3)

Undergraduate Requirements: 2-50 hours of undergraduate course work to include the following:

ED 300, Introduction to Teacher Education (2)

12 hours of Laboratory Science

12 hours of English/Language Arts

12 hours of Social/Behavioral Sciences

12 hours of Math

**45-96 Total Undergraduate and Graduate Semester Hours
Required for this Degree**

Notes: Students must meet admission requirements for the alternative fifth-year teacher certification program. Completion of this program leads to eligibility for fifth-year (master's) teacher certification in Elementary Education. Students in this program are required to purchase College LiveText.

Attachment F
PROPOSAL FOR MPA PROGRAM REVISION
(Fall 2013)

This addendum is included to the MPA Program revision proposal as justification for the revision and Addendum #2 contains the revision of the MPA Program in the JSU Graduate Bulletin based on these recommended revisions.

Overview of MPA Program Revision: The proposed revisions contained herein, deal the Minimum Requirements for the MPA Program. First, the MPA Program has added a new course for fall 2013 – PSC 546 Diversity in the Workplace – which brings the required number of hours of the program up to 42 semester hours. In order to remain at 39 semester hours, the program faculty members are proposing a change to the program’s minimum requirements that would allow us to remain at 39 semester hours. How this will be accomplished is by revising the Internship/Electives requirement for the program (as described later in this addendum), which is addressed in the revision of the Minimum Requirements for the MPA Degree. The second part of this proposal deals with the removal of the course substitution allowed in the required public administration core course work, which calls for a revision of the required public administration core courses listing (described later in this addendum).

1. Exact old catalog description.

A. Minimum Requirements for the MPA Degree: A total of 39 semester hours is required for most concentrations; an exception is education which may require 40 semester hours. The student must complete 18 semester hours in required public administration courses (21 if an internship is required); 15 semester hours in a concentration from one of the following fields: administrative management, criminal justice, education, emergency management, environmental science management, geographical information systems, political science, or sport management; and six hours of electives (only 3 semester hours of electives if an internship is required). All degree candidates lacking substantial prior administrative experience in government or nonprofit organizations must also register for 3 semester hours of internship credit (PSC 597 Public Affairs Internship), successfully complete internship responsibilities in a government (federal, state, or local) or nonprofit organization, and receive a passing grade for PSC 597. In addition, students who need to take PSC 597 Public Affairs Internship must enroll in the course during their last semester of coursework.

B. Required Public Administration Courses (18 semester hours):

- PSC 500 Foundations of Public Administration (3) (to be taken during the first semester)
- PSC 501 The Analysis of Policy (3) or PSC 545 Seminar in Public Administration (3)
- PSC 502 Research Methods in Public Administration (3)
- PSC 504 Administrative Leadership and Ethics (3)
- PSC 531 Public Personnel Administration (3)
- PSC 532 Public Finance Administration (3)
- PSC 597 Public Affairs Internship (3) (If required)

2. Exact new catalog description (1a and 1b) including, if applicable, assigned new number.

(1A):

MINIMUM REQUIREMENTS FOR THE MPA DEGREE

A total of 39 semester hours is required for most concentrations; an exception is education which may require 40 semester hours. The student must complete a total of 24 semester hours in required public administration courses (which includes an internship if a waiver is not granted for prior administrative experience); 15 semester hours in a concentration from one of the following fields: administrative management, criminal justice, education, emergency management, environmental science management, geographical information systems, and political science; and if an internship is not required, then the student will take a 3 semester hour public administration course elective by advisement. Regarding the internship requirement, all degree candidates lacking at least one year of prior administrative experience in a government or nonprofit organization must also register for 3 semester hours of internship credit (PSC 597 Public Affairs Internship – which requires 112 hours of work in the student’s internship area), successfully complete the internship responsibilities in a government (federal, state, or local) or nonprofit organization, and receive a passing grade for PSC 597. In addition, students who need to take PSC 597 Public Affairs Internship must enroll in the course during their last semester of coursework. Students who have at least one year of prior administrative experience with a government or nonprofit organization when they submit their application for admission consideration to the MPA Program may request a waiver of the internship requirement. If a student is working with a government or nonprofit organization during their time in the program and will have the requisite year’s administrative experience prior to his or her last semester of course work, may submit a letter from their employer on agency letterhead to the MPA Program Director, stating the time the student has worked for the organization and their primary duties, and an internship waiver will be considered.

The approval authority for the internship waiver is the MPA Program Director. The overall goal of the internship requirement is to ensure that all MPA students have prior administrative experience working for a government or nonprofit organization, which allows the MPA student ample exposure to the public sector and public sector values prior to the awarding of the MPA degree.

(1B):

Required Public Administration Courses (24 semester hours):

PSC 500 Foundations of Public Administration (3) (to be taken during the first semester)

PSC 501 The Analysis of Policy (3)

PSC 502 Research Methods in Public Administration (3)

PSC 504 Administrative Leadership and Ethics (3)

PSC 531 Public Personnel Administration (3)

PSC 532 Public Finance Administration (3)

PSC 546 Diversity in the Workplace

PSC 597 Public Affairs Internship (3) (If required – if not then the student will take a 3 semester hour public administration elective course by advisement)

3. Justification for request, to include a discussion of credit hour equivalency, if applicable.

These revisions allow JSU's MPA Program to remain competitive with other MPA Programs by keeping our semester hours under 40 semester hours, yet still fulfill the National Association of Schools of Public Affairs and Administration (NASPAA) Standards. In addition, based on our last NASPAA accreditation site visit, the team recommended that our program not be split 50-50 (PA and concentration courses). The team recommended that a larger percentage of the course work should be within the public administration discipline. These revisions will accomplish the aforementioned by increasing the PA course work in the program to approximately 62% of the required hours.

4. How will this change impact other programs at JSU?

The impact will be minimal. Previously a student had to take PSC 597 Public Affairs Internship and a 3 semester hour elective or if the student did not have to take the internship course; then he or she would take two 3 semester hour courses as electives. These electives could be taken in the concentration area (except for the Administrative Management concentration – which is housed in the College of Commerce and Business Administration – which does not allow these electives to be taken within the College of Commerce and Business Administration). When

accreditation standards required that the MPA Program adopt an internship course, the number of electives dropped to one 3 semester hour.

The updated revision is aimed at keeping the MPA Program required hours at 39, and by dropping the additional elective course and requiring the student to take the internship (a Public Administration course) and if the student has the internship waived due to previous administrative experience (one year) of working with a federal, state, or local government agency, or a nonprofit organization, then the student will take another public administration course in place of the internship course. This revision effectively requires that all MPA students take 24 semester hours of public administration courses, whereas the previous requirements could allow students to take at the minimum 18 semester hours of public administration courses and 21 semester hours of concentration and electives outside of the public administration discipline. For the most part, these revisions, if accepted, make the program uniform throughout the concentrations.