Committee: Laurie Katz (chair-Teaching and Learning), Pat Enciso (Teaching and Learning), Jessica Mercerhill (Teaching and Learning), Belinda Gimbert (Educational Studies), Chris Zirkle (Educational Studies), Joe Wheaton (Educational Studies), Cathy Montalto (Human Sciences), Gene Folden (Human Sciences), Janet Buckworth (Human Sciences), Kay Stafford (past chair, Human Sciences), Jackie Blount (associate dean- EHE Academic Affairs), Jennifer Lando (assistant dean- EHE Undergraduate Student Services), Andy Zircher (director assessment and curriculum- EHE Academic Affairs), Sarah Odum (curriculum coordinator- EHE Academic Affairs)

I. Minutes approval from January 31, 2012 meeting

II. Introductions

III. Program Presentation: Graduate Interdisciplinary Specialization, Graduate Minor and Graduate Specialization proposal in Curriculum and Instruction from the Department of Educational Studies
   a. Presenting: Beverly Gordon

IV. Chair updates:
   b. Program approval status update (handout)
   c. 2013-2014 Curriculum updates request
   d. Content to be included in EHE Curriculum Committee Handbook

II. New Course Requests
   a. KNPE 7897 (SU13)- 3- Special Topics: Physical Education, Sport & Physical Activity- letter graded- This professionally focused course examines contemporary issues in curriculum and instruction in physical education. The course is designed to be flexible and the content changes to reflect the current changes in the field of physical education. RATIONALE- The course is an elective (for this or other units) or is a service course for other units.

III. Course Change Request
   a. EDUTL 5123 (SU13)- 2 - Early Childhood Pedagogy- Letter graded- Pedagogy I explores sociocultural perspectives on teaching and learning in early childhood and elementary education, the role of teacher as researcher/inquirer, and the ways in which sociocultural pedagogies interface with standard-based education. CHANGE- Currently the course is 2 credit hours; it needs to be changed to 3 credit hours. RATIONALE- This course must meet the required learned society standards for accreditation and licensure requirements. Due to the numerous standards to be met, the course must be increased by one credit hour so that the material can be covered. The purpose of EDU T&L 5123 is based on students learning to apply professional and pedagogical knowledge and skills to competently work with diverse learners ages three to eight. Students will study the parameters of early childhood education including diversity of settings, and local, state, and national guidelines. The nature of teaching and learning is viewed as a continuous process for children ages three to eight, and focuses on teaching and learning related to pre-K through third grades. The course is organized to emphasize sociocultural, historical, and developmental influences on early childhood practices. This course is required in the early childhood teacher education/licensure program at OSU.
   b. EDUTL 5469 (SU13)- 3- Understanding Phonics and its Role in Instruction- Letter graded- Detailed examination of how English maps spellings to pronunciations, the role of phonics knowledge in learning to read, and effective assessment and instruction. CHANGE- Addition of pre-req which was left off during the conversion process RATIONALE- EDUTL 5468 is the foundational work for 5469 and should have been included in the conversion of these courses.

IV. General Education Natural Science category overview and handout

Consent Agenda

I. Course Change Request:
   a. EDUTL 3230 (AU13)- 3- Introductory Language Arts Methods for Prospective Language Arts Middle Childhood Teachers- Letter graded- Prospective middle childhood teachers are introduced to pedagogical principles for grades 4-9 in the area of Language Arts. CHANGE- Removing the pre-req (EDUPAES 2189) RATIONALE- This was a mistake in the conversion process; none of the other introductory MC methods courses have this pre-req.
   b. EDUTL 5005 (SU13)-3- Equity and Diversity in Education- Letter graded- Focuses on issues of diversity, equity, teacher beliefs, and multicultural education. Emphasis is placed on the roles of identity and lived experience and its influences on approaches to teaching and learning in educational settings. CHANGE- To add recitations as an approved course component and remove Seminar as graded component and replace with Lecture. RATIONALE- Course content is intended to be delivered via lectures and small group discussions with the instructor and
graduate assistants. Permitting recitations would allow T&L to present the course accurately in the Bulletin, to formalize GTA roles, and to schedule separate recitation rooms through SIS.

c. EDUTL 5300 (SU13) - 3- Issues in Language, Literacy, and Culture/Equity, and Diversity- Letter graded- Introduces students to key issues of language, literacy, cultural diversity and equity underlying their fields of study. Requirement for students seeking licensure in AYA (7-12), and multi-age (FSLED, TESOL). CHANGE- To add recitations as an approved course component (this course will run as a combined section with EDUTL 5005, which also needs recitation sections; request already submitted). Also to add Juniors as an intended rank. RATIONALE- Course content is intended to be delivered via lectures and small group discussions with the instructor and graduate assistants. Permitting recitations would allow T&L to present the course accurately in the Bulletin, to formalize GTA roles, and to schedule separate recitation rooms through SIS. Juniors should be added since the B.S.Ed. advising sheet for Integrated Language Arts/English Education recommends taking EDUTL 5300 in the autumn of the third year.

d. EDUTL 5615 (SU13) - 3- TESOL Methods- Letter graded- Study of the use of new instructional materials for intermediate and advanced TESOL classes; teaching of reading, writing, literature, and culture; evaluation. CHANGE- Add program pre-requisites to allow TESOL Endorsement candidates to enroll in this required course for the endorsement. RATIONALE- Candidates for TESOL Endorsement (often registered as graduate non-degree or Extended Education/undergrad non-degree students) might be unable to enroll currently; given the currently narrow pre-req. Eligible students should be able to enroll themselves into this course.

e. EDUTL 5620 (SU13) - 3- Introduction to Second Language Acquisition- Letter graded- Studies of the theories underlying the teaching and learning of English as a second language and bilingual education: analyses of curricular designs and innovative programs. CHANGE- Add program pre-requisites to allow TESOL Endorsement candidates to enroll in this required course for the endorsement. RATIONALE- Candidates for TESOL Endorsement (often registered as graduate non-degree or Extended Education/undergrad non-degree students) might be unable to enroll currently; given the currently narrow pre-req. Eligible students should be able to enroll themselves into this course.

f. EDUTL 6630 (SU13) – 3- TESOL Seminar- letter graded- The exploration of themes, issues, and topics relevant to the Foreign and Second Language Education Program, with a particular emphasis on TESOL. CHANGE- 1. Add 7-week option to Length of Course possibilities; 2. Allow the option of "Distance Learning"; 3. Add "Off-Campus" as a possible option; 4. Add "professional" as an intended rank RATIOANLE- 1. To allow T&L the possibility of offering 6630 during the 7-week summer term; 2. To allow T&L the opportunity to increase its online offerings, particularly in its endorsements; 3. To allow EHE Outreach and Engagement to offer 6630 to Columbus City Schools teachers at a CCS location; 4. To signify that 6630 can be taken by graduate non-degree students (i.e., endorsement candidates)

g. EDUTL 7645 (SU13)- 3- Issues and Research in Foreign Language Testing and Assessment- Letter graded- Focuses on theories and practices for testing and assessing the knowledge and skills of second language learners. Topics include constructing tests and assessments, validity, reliability, grading, and test score interpretation test scores. CHANGE- Add program pre-requisites to allow TESOL Endorsement candidates to enroll in this required course for the endorsement. RATIONALE- Candidates for TESOL Endorsement (often registered as graduate non-degree students) might be unable to enroll, given the current narrow pre-req. Eligible students should be able to enroll themselves into this course.

I. Upcoming meetings

a. March 29, 8:30-10am
b. April 23, 12:30-2:30pm
c. May, TBD