

## **Curriculum and New Programs Meeting Minutes April 8, 2013**

A meeting of the Curriculum and New Programs Committee was held on Monday, April 8, 2013, at 9:00 a.m. in the Academic Administration Building, Room 172, with Dr. Richard Green, Interim Provost for Academic Affairs, presiding. Those in attendance were Dr. Adansi Amankwaa, Dr. Deborah Bembry, Dr. Rhonda Bryant, Dr. Leroy Bynum, Dr. Babafemi Elufiede, Dr. Kimberly Fields, Dr. Linda Grimsley, Dr. Kimberly Harper, Mrs. Flo Hill, Dr. James Hill, Dr. Marcia Hood, Dr. Fidelis Ikem, Dr. Joyce Johnson, Dr. Kimberly King-Jupiter, Dr. LaVerne L. McLaughlin, Mrs. Tarrah Mirus, Dr. Peter Ngwafu, Dr. Charles Ochie, Mr. Wallace Rich, Dr. Michael Rogers, Dr. Seyed Roosta, Dr. Melvin A. Shelton and Dr. Richard Williams. Those excused were Mrs. Stephanie Harris-Dyer, Dr. Cathy Williams, and Dr. Louise Wrensford.

### **Opening Remarks**

Dr. Richard Green greeted the committee members and distributed the agenda and the minutes of the last meeting for review.

### **Minutes**

The minutes of the March 18, 2013 meeting were reviewed. It was moved and seconded that the minutes be approved. The motion was approved.

### **New Business**

#### ***College of Arts and Humanities***

#### ***English, Modern Languages & Mass Communication***

Dr. James Hill presented the proposal to add a new course ENGL 1125A Critical Thinking and Reading across the Disciplines.

ENGL 1125A	Critical Thinking and Reading across the Disciplines	3(3-0)
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The rationale for the proposal is that this course is designed to offer special support for students who have borderline SAT, ACT or COMPASS scores, but who will be going immediately into gateway courses. In addition, it is a reading enhancement course for students needing to strengthen and refine reading skills. The course offers reading, diagnoses, prescriptions, individual, and classroom instructions. The development of efficient and critical readers of expository text material is the overall goal of this course, which will help students improve their reading skills in order to meet some of the challenges readers bring to the content area classes, and help them prepare to pass all classes. Students who successfully complete this course should be prepared to handle many college-level reading, tasks, effectively and efficiently. Where necessary, a student must complete assigned laboratory work, tutoring, or other activities required for those students who show that they have special learning or reading difficulties which may inhibit the continuing development of effective, efficient reading-study skills.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Dr. Hill presented the proposal to add a new course ENGL 1101A English Composition.

ENGL 1101A	English Composition	3(3-0)
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The rationale for the proposal is that English Composition 1101A is designed to help students become skilled thinkers, writers and communicators who can compose for a variety of disciplines and rhetorical contexts. Student test scores are the same for the SAT, Critical Reading, 430 Math 400 and ACT, English 17, Math 17. For the COMPASS, the English score is a minimum of 32, and the reading score is a minimum of 62. From the readings, writings and assignments in this course, students should develop a fuller understanding of the humanistic tradition, should become aware of the contextual interaction of the writer's purposes, audience expectations, subjects, and the contributions of generic aspects of effective writing, and should develop skills necessary for the evaluation of both literary and performance based works. The course work will incorporate the development of narrative, expository, and argumentative paragraphs and essays. Writing will be generated from a humanistic evaluation of the class readings, personal experiences, contemporary events and popular culture. The student will be expected to develop skills, necessary for effective and confident writing and will be expected to develop an understanding of and appreciation for writing.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Dr. Hill presented the proposal to add new Modern Language courses in Japanese: CHIN 1001 Introduction to Chinese I and CHIN 1002 Introduction to Chinese II.

CHIN 1101	Introduction to Chinese I	3(3-0)
CHIN 1101	Introduction to Chinese II	3(3-0)

The rationale for the proposal is that in order to provide foreign language options and prepare ASU students for careers in the global economy, the Department of English, Modern Languages and Mass Communication requests approval of CHIN 1001 and CHIN 1002. These courses are designed for true beginners (those with no previous knowledge of Chinese) and each course is three (3) hours credit toward the foreign language requirements of ASU degree program or will serve as a general elective for students. The addition of CHIN 1001 and CHIN 1002 will provide an opportunity for students to learn the language of one of the world's growing financial markets, and funding for this course will come from the Foreign Language Institute's annual budget. At the end of the course, students are expected to meet the following course objectives:

- Demonstrate basic conversational (survival) skills in the target language.
- Understand the basic grammar of the language and write sentences in Chinese
- Demonstrate reading and writing proficiency without the use of Pinyin
- Understand the cultural cues associated with Chinese social customs.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Dr. Hill presented the proposal to add new Modern Language courses in Japanese: JPAN 1001 Introduction to Japanese I and JPAN 1002 Introduction to Japanese II.

JPAN 1001	Introduction to Japanese I	3(3-0)
JPAN 1002	Introduction to Japanese II	3(3-0)

The rationale for the proposal is that in order to provide foreign language options and prepare ASU students for careers in the global economy, the Department of English, Modern Languages and Mass Communication requests approval of JPAN 1001 and JPAN 1002. These courses are designed for true beginners (those with no previous knowledge of Japanese) and each course is three (3) hours credit toward the foreign language requirements of ASU degree program or will serve as a general elective for students. The addition of JPAN 1001 and JPAN 1002 will provide an opportunity for students to learn the language of one of the world's growing financial markets, and funding for this course will come from the Foreign Language Institute's annual budget. At the end of the course, students are expected to meet the following course objectives:

- Express self-introduction, invitation, degree expressions, opinions, suggesting a plan of action, polite requests, asking for permission, offering assistance, along with other functional expressions.
- Understand the basic grammar of the language.
- Read and write with elementary proficiency.
- Understand the cultural cues associated with Japanese social customs.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

### ***College of Business***

Dr. Fidelis Ikem presented the proposal to add a minor in Supply Chain and Logistics Management.

The rationale for the proposal is that offering a minor in Supply Chain and Logistics Management (SCLM) will afford students an additional credential option that complements the major program of study or will give them additional and/or alternative career options. All required courses are already in place (no new courses to create). In addition, the minor in SCLM will also allow students to receive a professional designation called "PLS" (Professional in Logistics and Supply Chain Management) from the American Society of Transportation and Logistics (This professional organization was founded in 1946). AST&L offers three professional designations that are respected in industry academia in the Supply Chain and Logistics field of study. A student that completes the required course work for the SCLM minor will not be required to take any additional course work or take any additional test(s) in order to be eligible to receive the "PLS" designation.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

### ***Teacher Education***

Dr. Kimberly Fields presented the proposal to increase the credit hours for ECEC 3354 Science for the Young Child from 3 to 4 credits hours to create a new course ECEC 4354 Science for Early Childhood.

ECEC 4354                      Science for Early Childhood                      3(3-0)

The rationale for the proposal is that ECEC 3354 Science for the Young Child addresses both the science pedagogy and science content pedagogy for grades P-5. Historically the course has taught concepts and skills for the specified population, but has not been long enough to infuse application. Changes to the Georgia Professional Standards Commission Educator Prep Rule 505-3-01: Requirements and Standards for Approving Professional Education Units and Educator Preparation Programs require candidates to have more application of content in observed experiences. Additionally, revisions to the Georgia Assessment for the Certification of Educators – GACE Content Exam for ECEC, as well as the Criterion Reference Competency Test (CRCT) that is required of students in grades 1-8, has placed a greater emphasis on science content. These combined actions require a greater emphasis on STEM education courses. Increasing the number of credit hours and creating the new course ECEC 4354 Science for Early Childhood will allow targeted focus on developmentally appropriate practices; content knowledge and pedagogy across the development span, as well as infuse laboratory experiences that require candidates to demonstrate mastery of content pedagogy.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Dr. Fields presented the proposal to a pre-requisite addition to EDUC 2110 Investigating Critical and Contemporary Issues in Education.

EDUC 2110 Investigating Critical and Contemporary                      3(3-0)  
Issues in Education

The rationale for the proposal is that as the Teacher Education faculty continues to make strides in promoting academic success and increasing retention we believe our efforts will be enhanced tremendously by modifying our program to include pre-requisites for the foundation courses, which include EDUC 2110 Investigating Critical & Contemporary Issues in Education; EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts; and EDUC 2130 Exploring Teaching and Learning.

EDUC 2110 is a course that requires students to possess the ability to produce intensive written assignments that also demonstrate their ability to critically engage

course material. Therefore, it would be highly beneficial for our students to have completed ENGL 1101 English Composition I prior to enrolling in EDUC 2110.

English 1101 is a writing intensive course that traditionally designed to strengthen college-level writing skills; improve critical thinking; reading and writing skills, all of which are salient to the successful completion of our foundation courses.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Dr. Fields presented the proposal to a pre-requisite addition to EDUC 2130 Exploring Teaching and Learning.

EDUC 2130 Exploring Teaching and Learning 3(3-0)

The rationale for the proposal is that as the Teacher Education faculty continues to make strides in promoting academic success and increasing retention we believe our efforts will be enhanced tremendously by modifying our program to include pre-requisites for the foundation courses, which include EDUC 2110 Investigating Critical & Contemporary Issues in Education; EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts; and EDUC 2130 Exploring Teaching and Learning.

For those students enrolled in EDUC 2130 the expectation is that a significant understanding of broad socio-cultural concepts has been developed. This foundation is provided in EDUC 2120. To this end, a sequential order of enrollment for foundation courses is being proposed for Fall 2013 and EDUC 2120 is proposed as a pre-requisite to ECUC 2130.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Dr. Fields presented the proposal to add the new courses ECEC 3355 Developmental Reading and ENGL 2406 Literary Forms as electives for Language Arts Concentration to the Middle Grades Education Program.

ECEC 3355 Developmental Reading 3(3-0)  
ENGL 2406 Literary Forms 3(3-0)

The rationale for the proposal is that the Middle Grades Education Department has conducted a comprehensive review of candidate performance in content courses, as well as on the GACE Content Assessments. Data demonstrate that candidates need additional content development in Reading/Language Arts. Therefore, the program proposes to add ENGL 2406 Literary Forms as an elective for candidates with a Language Arts Concentration. Additionally, the Georgia Professional Standards Commission Educator Prep Rule 505-3-01 requires that all Middle Grades Education candidates be prepared to teach reading. Currently, MGED candidates are required to take MGED 4439 Reading in Middle Grades. This course targets a population of students in grades 6-8. As MGED addresses grades 4-8, the Department proposes to add ECED 3355 Developmental Reading as a required course for all MGED

candidates to address the needed skills for teaching reading to students in earlier grades.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Dr. Fields presented the proposal to add three (2) hour practicums to the ECEC, MGED and SPED Programs of study and to delete EDUC 4400 Prep for Student Teaching as a course requirement.

EDUC 3401	Educator Preparation Practicum I		2(2-0)
EDUC 3401	Educator Preparation Practicum I	I	2(2-0)
EDUC 3401	Educator Preparation Practicum III		2(2-0)

The rationale for the proposal is that Teacher Education programs of study currently infuse required field experiences into courses and require candidates to complete assignments and activities that demonstrate mastery of pedagogical skills, as well as account for a diversity of experiences. However, changes to the Georgia Professional Standards Commission Educator Prep Rule 505-3-01 Requirements and Standards for Approving Professional Education Units and Educator Preparation Programs require candidates to have more purposeful application of content in observed experiences. Specially, “the engagement with which candidates apply, reflect upon and expand their knowledge and skills.” The creation of the three 2-hour practicums allows the Teacher Education programs of study to fulfill this requirement.

EDUC 4400 Prep for Student Teaching serves as a transition into Student Teaching course for candidates. The requirements of this course will be met in EDUC 3403 Educator Preparation Practicum III.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Dr. Fields presented the proposal to change the name and course description of EDUC 4450 to create a new course EDUC 4451 Instruction and Assessment.

EDUC 4451	Instruction and Assessment		3(3-0)
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The rationale for the proposal is that EDUC 4450 Measurement and Evaluation addresses the creation, analysis and interpretation of group tests of achievement, intelligence and aptitude and the concept of norms. The content of the course is outdated and ineffective in helping pre-service teachers learn how to use data to impact student achievement. The revised title and course description focuses on the central instructional strategies and assessment needs that are applicable to various educational programs for which an in-depth exploration of curriculum design, instruction processes and student assessment through an analysis of theory and research on teaching and learning. The new description also highlights the use of professional standards to align curriculum, instruction and assessment.

The revised course description for EDUC 4451 Instruction and Assessment is this course examines curriculum, instruction and assessment context of standards based education. It explores theories, methods and procedures that are applicable to the development and design of curriculum and instruction, the interrelationships among curriculum, instruction and assessment and presents researched best practices for developing curriculum and instruction that will meet the needs of an inclusive environment. The history of curriculum development and evaluation; the importance of aligning learning theory and learner variables; removal of barriers to student achievement; and how to meet diverse student needs as discussed. Grading, use of assessment data, planning and collaboration are also addressed. Students will learn how data driven decision making and the integration of technology can lead to improved academic achievement for all students.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Dr. Fields presented the proposal to remove EDUC 3370 Classroom Management as a course requirement.

The rationale for this proposal is that EDUC 3370 Classroom Management is a single course that addresses “conflict resolution/anger management for the classroom teacher.” Not only is the content of the course outdated, but the concept of using one course to provide pre-service teachers with needed skills to manage the classroom environment is also ineffective. One course focusing on classroom management does not afford candidates the opportunity to transfer skills learned and apply them in different educational settings. As such, classroom management objectives will be identified and embedded with methods, curriculum and strategies courses so that candidates will learn how to effectively manage classrooms in diverse environment and while performing a multiplicity of tasks.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Dr. Fields presented the proposal to rename the following courses and update the course description with people first and inclusive language to create the following new courses.

SPED 3306 Nature and Characteristics of the Intellectually Disabled to SPED 3307 Nature and Characteristics of Students with Intellectual Disabilities

SPED 3311 Curriculum, Methods and Materials for Teaching Sever and Profound Intellectually Disabled to SPED 3312 Curriculum, Methods and Materials for Teaching Adaptive Curriculum

SPED 3230 Contemporary Perspectives of Exceptional Students to SPED 3231 Contemporary Perspectives of Students with Exceptionalities

SPED 3330 Occupational Guidance for Intellectually Disabled to SPED 3331 Occupational Guidance for Students with Intellectually Disabilities

SPED 3340 Curriculum, Transitions and Instructional Planning for Teaching the Mildly Disabled to SPED 3341 Curriculum, Transitions and Instructional Planning for Teaching Students with Mild Disabilities

SPED 4400 Learning Environment and Behavior Management for Children with Mild Disabilities to SPED 4401 Learning Environment and Behavior Management for Students with Mild Disabilities

The rationale for the proposal is that the name change and updates to the language in the course description is imperative to respond to need to use people first language in the disability community. This change in language also responds to the increased demand for culturally competent educators that can meet the academic and diverse needs of P-12 students in Southwest Georgia and the Nation.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Dr. Fields presented the proposal to rename SPED 4460 Student Teaching the Mildly Disabled to SPED 4460 Students Teaching Students with Mild Disabilities.

The rationale for the proposal is that the name change and updates to the language in the course description is imperative to respond to need to use people first language in the disability community. This change in language also responds to the increased demand for culturally competent educators that can meet the academic and diverse needs of P-12 students in Southwest Georgia and the Nation.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Dr. Fields presented the proposal to remove and add the following courses from the SPED program of study sheet.

Remove:

SPED 3300 Development and Characteristics of Children with Mild Disabilities  
SPED 3310 Instructional Methods/Materials for Children with Mild Disabilities

Add:

SPED 3306 Nature and Characteristics of the Intellectually Disabled  
SPED 3311 Curriculum, Methods and Materials for Teaching Sever and Profound Intellectually Disabled  
SPED 3330 Occupational Guidance for Intellectually Disabled

The rationale for the proposal is that the Special Education Department changed its program of study in August 2010 in anticipation of converting its undergraduate program from Special Education – Adaptive Curriculum (serves students with moderate to server disabilities) to Special Education General Curriculum (serves students with mild disabilities). However, the program change was not approved by the Georgia Professional Standard Commission. After a thorough review of current local and statewide needs and Departmental capacity, the Department has strategically decided to retain Special Education – Adaptive Curriculum as a



graduate program. Therefore, the proposed adjustments will need to be made to better align the curriculum of the current program to the preparation program standards for Special Education – Adaptive Curriculum.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

Dr. Fields presented the proposal to decrease hours of the following courses from (3) to (2) to create the following new courses.

SPED 3306 Nature and Characteristics of the Intellectually Disabled to SPED 3307 Nature and Characteristics of Students with Intellectual Disabilities

SPED 3311 Curriculum, Methods and Materials for Teaching Severely and Profoundly Intellectually Disabled to SPED 3312 Curriculum, Methods and Materials for Teaching Adaptive Curriculum

SPED 3330 Occupational Guidance for Intellectually Disabled to SPED 3331 Occupational Guidance for Students with Intellectually Disabilities

SPED 3340 Curriculum, Transitions and Instructional Planning for Teaching the Mildly Disabled to SPED 3341 Curriculum, Transitions and Instructional Planning for Teaching Students with Mild Disabilities

SPED 4400 Learning Environment and Behavior Management for Children with Mild Disabilities to SPED 4401 Learning Environment and Behavior Management for Students with Mild Disabilities

The rationale for the proposal is that Georgia Professional Standards Commission Educator Preparation Rule 505-3-01 requires that Special Education programs of study include content courses. Additionally, Special Education Program – Adaptive Curriculum must also prepare candidates to teach a multiplicity of disability groups. The needed coursework to ensure both rule requirements are met calls for the creation of an interdisciplinary coursework consisting of multiple courses that meet content, curriculum, methods or pedagogical standards. Rather than a single course to meet the one standard element, the coursework in prior courses and relies heavily upon application and reinforcement gained in the coordinated practicums. Therefore, the 2-hour time dedicated for the course content will be adequate to cover the needed material and will keep the program of study within an acceptable hour limit.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

***College of Sciences and Health Professions  
Math and Computer Science***

Dr. Joyce Johnson asked Dr. Seyed Roosta to present the proposal to add a new course MATH 1111A College Algebra Enhanced to the Department of Math and Computer Science.

MATH 1111A College Algebra Enhanced

3(3-0)

The rationale for the proposal is that students enrolled in the enhanced College Algebra 1111A, a 3-credit hour course, will accomplish two goals: complete the core requirement for college algebra and address the swelling number of deficiencies in math as mandated by Complete College Georgia. This course will include the study of topics in real numbers, linear and quadratic equations, complex numbers, various types of other functions, and their graphs and systems of equations and inequalities. Students will acquire knowledge and understanding of algebraic processes and apply what they have learned to higher-level courses and real life situations. The academic support for these students will be addressed through a required additional lab beyond the regular college algebra course. The course is designed for students who have math COMPASS scores between 2- 36, SAT math scores between 400 – 460 and/or ACT scores between 17 – 20. The lab will provide academic support to these students and will meet for two 50-minutes class periods per week. Students will work one-on-one and/or in small groups with the academic support tutors or lab instructions. The students in the lab must meet the exit requirements for both the lecture and the lab; however, they will receive no credit for the lab.

It was moved and seconded to expedite approval of the proposal at the first reading. The motion was approved.

### **Other**

1. Dr. Green informed the committee that this was the last Curriculum and New Programs meeting for Spring 2013 unless a call meeting is scheduled.
2. Dr. Linda Grimsley discussed the benefits of affiliation with the University System of Georgia's eCore offerings. Developed by University System faculty and offered by the University System's GLOBE program, (Georgia Learning Online for Business and Education), eCore - specific required courses delivered on-line - ultimately will make it possible for "non-traditional students" to pursue the first two years of a University System undergraduate degree anytime and anywhere. Transcripts will show the courses as being taught at ASU. The Board of Regents favors the eCore affiliation because of its quality and avoiding duplication of efforts and resources. All of the software and technical support will be provided by the University System. There will be ongoing evaluation of all aspects of student success, course quality, learning outcomes. Deans, Chairs and students will all receive reports of progress.

### **Adjournment**

The meeting was adjourned at 10:20 a.m.

Dr. Richard Green, Presiding  
Dr. LaVerne McLaughlin, Recorder