

**Curriculum and New Programs Meeting Minutes
April 21, 2014
ACAD 172**

A meeting of the Curriculum and New Programs Committee was held on Monday, April 7, 2014 at 11:00 a.m. in the Academic Administration Building, Room 172, with Dr. Linda Grimsley, Assistant Vice President for Academic Affairs presiding. Those in attendance were Dr. Deborah Bembry, Dr. Patricia Bonner, Professor Gwendolyn Campbell-Williams, Dr. Dashonera E. Crawley, Dr. Babafemi Elufiede, Dr. Kimberly Fields, Dr. James Hill, Dr. Marcia Hood, Dr. Mitchell Mathis, Dr. LaVerne McLaughlin, Dr. Dorene Medlin, Mrs. Mary Miles, Dr. Peter Ngwafu, Dr. Michael Rogers, Dr. Melvin A. Shelton, Dr. Patricia Wilson and Dr. Louise Wrensford. Those excused were Dr. Adansi Amankwaa, Dr. Beverly Edmond, Mrs. Flossie Hill and Dr. Seyed Roosta.

Opening Remarks:

Dr. Linda Grimsley greeted the committee members and distributed the agenda. A called meeting of the faculty senate will be scheduled to review the rest of the proposals that have been received.

Minutes

The minutes of April 7, 2014 meeting were distributed and reviewed. It was moved and seconded that the minutes be approved with one correction. The minutes were approved.

New Business:

***College of Arts & Humanities
English and Modern Languages***

Dr. Hill asked Dr. Bonner to present the proposal for the Department of English and Modern Languages.

Dr. Bonner presented the proposal for a Substantive Curricular Change in in the B.A. in English with a Professional Writing Option with a Concentration in Creative Writing.

The rationale for the proposal is that the objective of the proposed curriculum modification is to offer a Professional Writing Option with concentration in technical writing and creative writing in the Department of English, Modern Languages and Mass Communication.

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

Dr. Bonner presented the proposal for a Substantive Curricular Change in in the B.A. in English with a Professional Writing Option with a Concentration in Technical Communication.

The rationale for the proposal is that the objective of proposed curriculum modification is to offer Professional Writing Option with concentrations in technical communication and creative writing in the Department of English, Modern Languages, and Mass Communication at Albany State University (ASI). The three most prominent national technical communication organizations in the United States are the Society for Technical Communication (STC), the Council for Programs in Technical and Scientific Communication (CPTSC), and the Association of Teachers of Technical Writing (ATTW). All organizations agree that there is a lack of racial and ethnic diversity in the field of technical communication.

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

College of Business Business Administration

Dr. Michael Rogers presented the proposal to add Supply Chain and Logistic Management Concentration to the MBA Degree Program in Business Administration.

The rationale for the proposal is that according to the employment data evaluated by the Center for Innovation for Logistics' analysis for U.S. Department of Labor data (October 17, 2013), by the year 2016, there will be a 72% shortage of trained, certified or degreed personnel in the field of Supply Chain and Logistics.

It was moved and seconded that the proposal be tabled in order that additional clarification of the program components may be addressed. The motion to table the proposal was approved.

College of Education/College of Sciences & Health Professions Natural Sciences

Dr. Kimberly Fields and Dr. Dorene Medlin presented the proposal to revise the Science Education Program (Broadfield Science) in the Department of Natural Sciences.

The rationale for the proposal is that after completing curriculum alignment and the assessment process for continuous program improvement, the program of studies is being modified to comply with PSC Rule 505-3-28 and more closely align with current state content standards (GPS). The revisions in the program include the following:

- Place the core education courses (EDUC 2110, 2120, 2120, 2130) into Area F (Foundations)
- Place the professional content area courses in Area G (Methods/Curriculum/Content)
- Replace EDUC 4441 (Teaching Reading in Secondary Schools) with EDUC 4451 (Instruction and Assessment)
- Change number of SPED 3230 to SPED 3231
- Provide options for the candidates to reflect preparation with life science or physical science preparation

- Add Practicum I, II, and III to align program with other programs in Teacher Education and remove EDUC 4400 (Prep for Teaching)

The revisions align the program with the other teacher education programs in the College of Education. They provide the candidates with the appropriate content knowledge preparation so they have strong content knowledge that reflects the courses taught in the secondary schools where they will be seeking employment. The revisions address the content gaps identified through curriculum mapping and provide the candidates with stronger content knowledge in the areas addressed in the standards.

The addition of Practicum I, II, and III align the Science Education program with other programs in Teacher Education, allowing the candidates to have more opportunities for hands-on teaching experiences.

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

Dr. Medlin presented the proposal to revise the Science Endorsement Program for the Department of Natural Sciences.

The rationale for the proposal is that National and state standards focus heavily on the integration of content knowledge and skills. The focus on integrating inquiry, problem solving, content and pedagogy is emphasized in the CCGPS (through literacy standards, writing across the curriculum, and performance based instruction) and in the NGSS (engineering and application of problem solving). In order to ensure endorsement candidates are well prepared to integrate the characteristics of science, the nature of science, content knowledge and pedagogical knowledge and skills, the College of Education, in collaboration with Natural Science faculty, understand the need for a conceptual shift in instructional planning and delivery. The proposed revisions provide the endorsement candidates with the additional knowledge and skills required to practice and apply performance-based problem solving strategies to classroom instruction. The revised instructional strategies support the current need for a greater emphasis on STEM education and STEM related fields in public schools by training a core group of teachers who can develop stronger science knowledge and skills in elementary grades school children.

The name and description changes place the courses with the teacher education science courses taught through the Department of Natural Science (in Banner).

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

Dr. Medlin presented the proposal to revise the undergraduate Middle Grades Program of Study in Science Education.

The rationale for the proposal is:

1. Curriculum Map of the current programs highlighted the gaps between the current curriculum offerings, the content described by the CCGPS, GPS, and

the PSC Rule 505-3-.26 requirements; these changes address the gaps (impacts candidate retention and program completion)

2. Analysis of candidate performance on GACE indicated the current program did not prepare the candidates as well as expected; changes address improvements for candidate preparation (impacts student teaching and program completion)
3. Prefix changes place science courses in “Natural Science” area and reflect need to connect content and pedagogy

Revision of Middle Grades Science Education

Summary of Proposed Changes: MGED Program

I. Proposed Changes in Undergraduate Middle Grades Program of Study

Science Concentration:

Proposed Revisions to Area F:

1. Replace CHEM 2310 (Scientific Mathematics) with ISCI 2002 (Integrated Physical Science) [required for science concentration]
2. Replace MATH 2411 (Basic Statistics) [already in mathematics program] with ISCI 2001 (Integrated Life and Earth Science)

Proposed Revisions to Area G:

1. Change the following course prefixes, course names and course descriptions:
 - a. BIOL 3109 (Advanced Concepts in Biology) to ISCI 3109 (Integrated Concepts in Biological Science)
 - b. PHYS 3002 (Advanced Earth and Space Science) to ISCI 3002 (Integrated Earth and Space Science)
 - c. PHYS 3001 (Advanced Concepts in Physics) to ISCI 3003 (Integrated Concepts in Physical Science)

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

Dr. Medlin presented the proposal to revise the Master’s Middle Grades Program of Study in Science Education.

The rationale for the proposal is that the National and state standards focus heavily on the integration of content knowledge and skills. The focus on integrating inquiry, problem solving, content and pedagogy is emphasized in the CCGPS (through literacy standards, writing across the curriculum, and performance based instruction) and in the NGSS (engineering and application of problem solving). In order to ensure teacher candidates are well prepared to integrate the characteristics of science, the nature of science, content knowledge and pedagogical knowledge and skills, the College of Education, in collaboration with

Natural Science faculty, understand the need for a conceptual shift in instructional planning and delivery. The proposed revisions provide the advanced candidates with the additional knowledge and skills required to practice and apply performance-based problem solving strategies to classroom instruction. The revised instructional strategies support the current need for a greater emphasis on STEM education and STEM related fields in public schools by training a core group of teachers who can develop stronger science knowledge and skills in middle grades school children.

The name and description changes places the courses with the teacher education science courses (Natural Science) taught through the Department of Natural Sciences (in Banner).

Summary of Proposed Changes: MGED Program

II. Proposed Changes in Graduate Middle Grades Program of Study

Science Concentration: Proposed Revisions

Change the following course prefixes, course names and course descriptions:

- a. PHYS 5500: Earth Science to ISCI 5500: Integrated Earth Science
- b. BIOL 5515: Selected Topics in Biology to ISCI 5515: Integrated Biology Topics
- c. PHYS 5530: Introductory Physical Science I to ISCI 5530: Integrated Physical Science I
- d. PHYS 5531: Introductory Physical Science II to ISCI 5531: Integrated Physical Science II

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

Other

There will be a call Meeting of the Faculty Senate to review the proposals presented today.

Dr. Linda Grimsley advised the committee that the presenters will need to attend to present their proposals.

Dr. Joyce Johnson informed the committee that the Heath Physical Education and Recreations Program's name has changed to Health and Human Performance. She also informed the committee that this week is being observed as Criminal Justice Week.

Adjournment

The meeting was adjourned at 12:10 p.m.

Dr. Linda Grimsley, Presiding

Dr. LaVerne L. McLaughlin, Recorder

