Faculty Senate Bill FSB-2016-04-18-01: University Curriculum Committee

Armstrong State University

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/armstrong-fs-bills

Recommended Citation
Armstrong State University, "Faculty Senate Bill FSB-2016-04-18-01: University Curriculum Committee" (2016). Armstrong Faculty Senate Bills, Motions and Resolutions. 39.
https://digitalcommons.georgiasouthern.edu/armstrong-fs-bills/39

This other is brought to you for free and open access by the Armstrong Faculty Senate at Digital Commons@Georgia Southern. It has been accepted for inclusion in Armstrong Faculty Senate Bills, Motions and Resolutions by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Armstrong State University
Faculty Senate Bill FSB-2016-04-18-01:
University Curriculum Committee

Presidential Action

The attached University Curriculum Committee minutes and actions are provided to the University President for approval.

Delivered:

Signature: [Signature] Date: 3/5/16

Approve: [_] Disapprove: [ ] Remand: [ ]

Comments: (please attach an additional sheet if necessary)

Signature: [Signature] Date: 5/29/16

Dr. Linda M. Bleicken, President
Armstrong State University
CALL TO ORDER. The meeting was called to order at 3:05 by Myka Bussey-Campbell.

APPROVAL OF MINUTES. The minutes of March 2, 2016, were approved as presented.

ITEMS

I. College of Education

A. Childhood and Exceptional Student Education

Items 1-10 from the Department of Childhood and Exceptional Student Education were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Create the following course:
   EDUC 3450 Creative and Affective Development 3-0-3
   Prerequisites: EDUC 3240
   Students gain expertise in knowledge of integrating principles of music, visual art, and movement into the design of developmentally and culturally appropriate literacy learning activities. A key focus is exploring the alignment of arts integration with the principles that guide Universal Design for Learning (UDL). The course will offer multiple means for providing information to a wide range of learners and multiple means for engaging learners in participatory, collaborative, authentic, and energizing learning experiences.
Rationale: Integrating arts into the content curriculum offers a variety of ways for teachers to represent content through multiple learning modalities—visual, aural, and kinesthetic—and as a result, reach a wider range of learners, engaging students in the creative process which offers a universal pathway to learning.

Effective Term: Fall 2016

CURCAT:
Major Department: Child and Exceptional Student Education
Can Course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: None

2. Modify the following course:
EDUC 3750 Community Internship I  0-V-3  0-V-4
Rationale: Internship requires more time investment than a typical three-hour course.

Effective Term: Fall 2016

CURCAT:
Major Department: Child and Exceptional Student Education
Can Course be repeated for additional credit? No
Maximum Number of Credit Hours: 34

3. Modify the following course:
EDUC 4500 Working with Families  3-V-4  3-0-3
Knowledge and skills necessary to form partnerships with families and the community to enhance care and education of children and youth. Field Experience Required.

Rationale: Working with Families does not require a field experience.

Effective Term: Fall 2016

CURCAT:
Major Department: Child and Exceptional Student Education
Can Course be repeated for additional credit? No
Maximum Number of Credit Hours: 4 3

4. Modify the following course:
EDUC 3240 Literature for Children and Adolescents  3-V-3  3-0-3
Rationale: The field experience is no longer required.
Effective Term: Fall 2016

5. Modify the following Program of Study:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION

Track 2: Child and Family Studies

<table>
<thead>
<tr>
<th>B. Major Field courses</th>
<th>54 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEUG 3012 Language Acquisition</td>
<td></td>
</tr>
<tr>
<td>ECUG 3040 Childhood Development from Prenatal to Adolescence</td>
<td></td>
</tr>
<tr>
<td>EDUC 3150 Applied Technology for a Digital World</td>
<td></td>
</tr>
<tr>
<td>EDUC 3240 Literature for Children and Adults</td>
<td></td>
</tr>
<tr>
<td>EDUC 3260 Reading and Writing Personal Narrative</td>
<td></td>
</tr>
<tr>
<td>EDUC 3300 Educating Students with Disabilities</td>
<td></td>
</tr>
<tr>
<td>EDUC 3450 Creative and Affective Development</td>
<td></td>
</tr>
<tr>
<td>EDUC 3750 Community Internship I</td>
<td></td>
</tr>
<tr>
<td>EDUC 4500 Working with Families</td>
<td></td>
</tr>
<tr>
<td>EDUC 4750 Community Internship II</td>
<td></td>
</tr>
<tr>
<td>ENGL 3720 Business and Technical Communication</td>
<td></td>
</tr>
<tr>
<td>PEHM 3090 Basic Games, Dance, and Rhythmic Activities</td>
<td></td>
</tr>
<tr>
<td>PEHM 3200 Motor Development and Learning</td>
<td></td>
</tr>
<tr>
<td>PEHM 4090 Health Education Topics</td>
<td></td>
</tr>
<tr>
<td>PUBH 5550U Nutrition</td>
<td></td>
</tr>
<tr>
<td>SOCI 3150 Sociology of the Family</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Related Field Courses</th>
<th>6 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 1101 Introductory Sociology (if not taken in Core Area E)</td>
<td></td>
</tr>
<tr>
<td>3 credit hours from the following list:</td>
<td></td>
</tr>
<tr>
<td>COMM 3050 Interpersonal and Small Group Communication</td>
<td></td>
</tr>
<tr>
<td>CSIDS 4050 Intercultural Communication</td>
<td></td>
</tr>
<tr>
<td>ENGL 3720 Business and Technical Communication</td>
<td></td>
</tr>
<tr>
<td>HSCP 4010 Health and Human Development</td>
<td></td>
</tr>
<tr>
<td>PSYC 2950 Lifespan Developmental Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 1200 Drugs and Behavior</td>
<td></td>
</tr>
<tr>
<td>PUBH 5570U Women and Minority Health Issues</td>
<td></td>
</tr>
<tr>
<td>SOCI 3200 Racial and Ethnic Minorities</td>
<td></td>
</tr>
<tr>
<td>THEA 3030 Creative Dramatics and Children’s Theatre</td>
<td></td>
</tr>
</tbody>
</table>

Rationale: EDUC 3450 will prepare students to use Universal Design for Learning principles to integrate arts into the content curriculum. Changing EDUC 3750 to a 4-hour internship will better reflect the investment of student time. Changing EDUC 4500 to a 3-hour course will reflect the appropriate hours, since no field experience is
required. Moving ENGL 3720 to the electives list will allow students to continue to choose that as part of their program if they desire more training in communication.

Effective Term: Fall 2016

6. Modify the following course:
   **ECUG 3040 Childhood Development from Prenatal Period to Adolescence** 3-V-3
   An overview of developmental processes in the social, emotional, cognitive, and physical contexts from the prenatal period to adolescence. Appropriate methods for diagnosing and evaluating the young child, incorporating an integrated approach to curriculum planning, and family issues will be emphasized. **A field experience is required**

   **Rationale:** The field experience is no longer required.

   Effective Term: Fall 2016

7. Create the following course:
   **ECUG 4070 Teaching of Social Studies** 3-V-3
   Prerequisites: Admission to Candidacy in the Department of Childhood and Exceptional Student Education and ECUG 3250, ECUG 3040, ECUG 3060. Selected themes, problems, concepts, and organization of instruction for social studies skills and processes needed by young children. **A field experience is required**

   **Rationale:** The social studies content from ECUG 4075 Teaching of Social Studies and Science will be taught in ECUG 4070. Creating separate social studies and science courses will better deliver student content. Students will not be able to take both ECUG 4075 and ECUG 4070 due to program constraints.

   Effective Term: Fall 2016

   **CURCAT:**
   - Major Department: Child and Exceptional Student Education
   - Can Course be repeated for additional credit? No
   - Maximum Number of Credit Hours: 3
   - Grading Mode: Normal
   - Instruction Type: Lecture
   - Course Equivalent: ECUG 4075

8. Create the following course:
   **ECUG 4080 Teaching of Science** 3-V-3
   Prerequisites: Admission to Candidacy in the Department of Childhood and Exceptional Student Education and ECUG 3250, ECUG 3040, ECUG 3060.
Content and skills to plan and implement an inquiry based science program for young children including strategies, assessments, technology, materials and best practices. A field experience is required.

Rationale: The science content from ECUG 4075 Teaching of Social Studies and Science will be taught in ECUG 4080. Creating separate social studies and science courses will better deliver student content. Students will not be able to take both ECUG 4075 and ECUG 4080 due to program constraints.

Effective Term: Fall 2016

CURCAT:
- Major Department: Child and Exceptional Student Education
- Can Course be repeated for additional credit? No
- Maximum Number of Credit Hours: 3
- Grading Mode: Normal
- Instruction Type: Lecture
- Course Equivalent: ECUT 4075

9. Modify the following course:
   ECUG 3250 Curriculum and Assessment
   
   CURCAT:
   - Course Equivalent: EDUC 3200 None

   Rationale: This course was equated by friendly amendment at the meeting of 2/3/16 in error. It is to be used only for the Early Childhood Education curriculum and is not equivalent to EDUC 3200, which is for Secondary Education.

   Effective Term: Fall 2016

10. Modify the following program of study:

    PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION

    Track 1: Early Childhood Education with Teacher Certification

    B. Major Field Courses .......................... 47-50 hours
    - ECUG 3250 Curriculum and Assessment
    - ECUG 3040 Childhood Development from Prenatal Period to Adolescence
    - ECUG 3060 Language Arts: Oral Language, Writing, Spelling And Grammar
    - ECUG 3071 Teaching Children’s Literacy
    - ECUG 3072 Teaching of Reading
    - ECUG 3750 Internship I Pre-Student Teaching
    - ECUG 4070 Teaching of Social Studies
    - ECUG 4075 Teaching of Social Studies and Science
ECUG 4080 Teaching of Science
ECUG 4085 Teaching of Mathematics
ECUG 4090 Classroom Management
ECUG 4300 Language Arts Assessment and Modification
ECUG 4750 Internship II Student Teaching
EDUC 3100 Technology Applications for Teachers
EDUC 3300 Educating Students with Disabilities in the General Education Classroom

C. Related Field Courses .................................. 13-10 hours
MATH 3911 Algorithms and Number Systems: A Laboratory Approach
MATH 3912 Geometry and Data Analysis: A Laboratory Approach
MATH 5911 Topics in Mathematics for Educators
PEEC 3200 Health and Physical Education for the Elementary School Teacher
ARTS 3200 Art and the Child
or
MUSC 3200 Music for the Elementary Teacher

Rationale: Scheduling the ECUG 4070 and 4080 content into separate courses better delivers student content. Removing ECUG 4075 divides science and social studies content into separate courses. The MATH 5911 course content is no longer aligned to current PSC requirements and elementary education standards and, therefore, no longer required.

Effective Term: Fall 2016

B. Secondary, Adult, and Physical Education

Items 1-3 from the Department of Secondary, Adult, and Physical Education were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

Item 4, Proposal for Dual Degree Program (BSED in with a Major in Mathematics Teacher Education/BS with a Major in Math Sciences with Teacher Certification), was remanded for further refinement.

1. Re-create the following course:
   EDUC 3200 Curriculum, Planning, and Instruction 3-0-3
   Prerequisite: None
   Development and application of the essential knowledge and skills necessary for designing, planning and implementing effective standards-based instruction with a focus on assuring high quality student learning outcomes.
Rationale: This course was deleted by friendly amendment at the meeting of 2/3/16 in error. It is still required for secondary education and other programs of study.

Effective Term: Fall 2016

CURCAT:

Major Department: Secondary, Adult, and Physical Education
Can Course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: None

2. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION in Secondary Education: History Teacher Education with a Major in Secondary History Teacher Education

A. General Requirements

Core Areas A, B, C, D.I, and E ................................................................. 42 hours
Core Area F ................................................................................................. 18 hours
EDUC 2110 Investigating Critical and Contemporary Issues in Education
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts
EDUC 2130 Exploring Learning and Teaching
See advisor for 9 hours of courses (1000-2000 level) that support area of History/Social Studies concentration.
HIST 1111 Civilization I or HIST 1112 Civilization II (if not taken in Area B or E; if taken, History Course at the 2000 level)
6 hours of credit of HIST at the 2000 level. History 2112 must be taken if not taken in the core.

Physical Education ....................................................................................... 3 hours
First-Year Seminar ........................................................................................ 1 hour

B. Major Field Courses ............................................................................... 36 hours

EDUC 3100 Technology Applications for Teachers
EDUC 3200 Curriculum, Planning, and Instruction and Assessment
EDUC 3250 Educational Policy and Professional Standards for Teachers
EDUC 3300 Educating Students with Disabilities in the General Education Classroom
SCED 3081 Student and Classroom Assessment
SCED 3400 Classroom Management Strategies
SCED 3750 Internship I
SCED 4200 Reading and Writing in the Content Areas
SCED 4750 Internship II—Student Teaching
SCED 5400U Content Methods in Secondary History and Social Studies

C. Teaching Area Content Courses ............................................................ 24 hours
See advisor for twenty-four hours of upper-level courses (3000 and above) that support area of concentration:

HIST 3500 Introduction to Historical Methods
HIST 3565 History of Georgia
GEOG course at 3000 level or higher
POLS 3320 American Political Thought
ECON 5150U Survey of Economics for Educators

Choose one US History Course:
- HIST 3570 American Military History
- HIST 3630 Economic History of the US
- HIST 3640 American Social History
- HIST 3710 Colonial and Revolutionary America
- HIST 3730 Jacksonian America (1815-1848)
- HIST 3740 Women in American History
- HIST 3750 Civil War and Reconstruction
- HIST 3760 U.S. History 1877-1917
- HIST 3770 U.S. History 1917-1960
- HIST 3790 U.S. History since 1969
- HIST 3900 African-American History to 1865
- HIST 3910 African-American History Since 1865

Choose one European History Course:
- HIST 3100 History of Latin America to 1858
- HIST 3110 History of Latin America since 1850
- HIST 3330 Modern Germany
- HIST 3360 Modern East Central Europe
- HIST 3390 Modern France
- HIST 3440 Europe in Middle Ages
- HIST 3460 The Renaissance and Reformation
- HIST 3540 Europe in the Age of Revolution

Choose one Non-European History Course
- HIST 3200 Traditional China
- HIST 3210 Modern China
- HIST 3220: History of Japan
- HIST 3225 History of the Ancient Near East
- HIST 3230 History of the Middle East
- HIST 3300 Modern Russia

Total Semester Hours ................................................................. 124 hours

Effective Term: Fall 2016
3. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION IN SECONDARY EDUCATION: SCIENCE TEACHER EDUCATION/GENERAL SCIENCE TEACHER EDUCATION WITH A MAJOR IN SECONDARY GENERAL SCIENCE TEACHER EDUCATION

A. General Requirements
Core Areas A, B, C, D, DIIA, and E ........................................................................... 42 hours
Majors are required to take MATH 1111 in core area A and BIOL 1107/1107L and 1108/1108L in core area D.
Core Area F .................................................................................................................. 18 hours
EDUC 2110 Investigating Critical and Contemporary Issues in Education
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts
EDUC 2130 Exploring Learning and Teaching
See advisor for 9 hours of courses (1000-2000 level) that support area of Broad-field Science concentration.
BIOL 2400 Introduction to Cell and Molecular Biology
CHEM 1211 Principles of Chemistry I
Choose one course:
ASTR 1010 Astronomy of the Solar System
PHSC 1211 Physical Environment

Physical Education ........................................................................................................... 3 hours
First-Year Seminar ........................................................................................................ 1 hour

B. Major Field Courses ................................................................................................. 36 hours
EDUC 3100 Technology Applications for Teachers
EDUC 3200 Curriculum, Planning, and Instruction and Assessment
EDUC 3250 Educational Policy and Professional Standards for Teachers
EDUC 3300 Educating Students with Disabilities in the General Education Classroom
SCED 3081 Student and Classroom Assessment
SCED 3400 Classroom Management Strategies
SCED 3750 Internship I
SCED 4200 Reading and Writing in the Content Areas
SCED 4750 Internship II—Student Teaching
SCED 5500U Content Methods in Secondary Science

C. Teaching Area-Content Courses ............................................................................... 24-25 hours
See advisor for twenty-four hours of upper level courses (3000 level and above) that support area of Broad-field Science concentration.
See advisor for approval of content courses. Eighteen hours must be at the 3000 level or higher.
CHEM 1211L must be taken as a co-requisite to CHEM 1211
PHSC 1211 must be taken if not taken in Area F.
PHSC 3123 Physical Science for Secondary Education Majors
SCIE 3123 Earth and Environmental Science for Secondary Majors
Choose remaining hours from:
BIOL 2010 Microbiology
BIOL 3000 Cell Biology
BIOL 3030 Evolution
BIOL 3050 General Ecology
BIOL 3100 Man and the Environment
BIOL 3111 Research Methods Seminar
BIOL 3700 Genetics
BIOL 3500 Topics in the Life Sciences for Educators
BIOL 4970 Special Topics
METR 3100 Introduction to Meteorology

**Total Semester Hours** ........................................................... **124 hours - 125 hours**

Rationale: New required course in area F serves as a prerequisite for many upper
division content courses. The change from 24 hours of 3000-4000 level to 18 hours
of upper level reflects a clarification on the BOR and PSC policies related to content
courses in secondary programs.

**Effective Term: Fall 2016**

---

**III. College of Liberal Arts**

A. Art, Music, and Theatre (no items)

**B. Criminal Justice, Social, and Political Science**

*Items 1-7 and 9-11 from the Department of Criminal Justice, Social, and
Political Science were discussed and approved by the committee. They are
being submitted to the Faculty Senate for approval.*

*Item 8, Modification of ANTH 3010, was withdrawn for further consideration of
prerequisites.*

1. **Delete the following course:**

   **ANTH 4050 SOCIOBIOLOGY OF HUMAN BEHAVIOR** .................... **3-0-3**

   Rationale: Material overlaps significantly with ANTH 3080 Primate Social Behavior
   and Ecology

   **Effective Term: Spring 2017**
2. Create the following course:
**ANTH 4030 MEDICAL ANTHROPOLOGY** 3-0-3
Pre-requisite: ANTH 1102 or 1150
An integrative and multidisciplinary approach exploring the relationships among evolution, health, and medicine, as well as cultural and social aspects of the body, sickness, and healing through cross-cultural perspectives.

Rationale: Course augments Anthropology’s offerings, adding potential areas of interest for pre-health and science students.

Effective Term: Spring 2017

**CURCAT:**
- **Major Department:** Criminal Justice, Social and Political Science
- Can course be repeated for additional credit? No
- **Maximum number of Credit Hours:** 3
- **Grading Mode:** Normal
- **Instruction Type:** Lecture
- **Course Equivalent:** None

3. Modify the following course:
**ANTH 3020 HUMAN EVOLUTION** 3-0-3
Prerequisite: ANTH 1102 or 1150
Rationale: Permits a larger pool of potential students with some background in anthropology to take this course.

Effective Term: Spring 2017

4. Modify the following course:
**ANTH 3050 NORTH AMERICAN INDIANS** 3-0-3
Prerequisite: ANTH 1102 or 1150
Rationale: Permits a larger pool of potential students with some background in anthropology to take this course.

Effective Term: Spring 2017

5. Modify the following course:
**ANTH 3080 PRIMATE SOCIAL BEHAVIOR AND ECOLOGY** 3-0-3
Prerequisite: permission of instructor or ANTH 1102 or 1150
Rationale: Permits a larger pool of potential students with some background in anthropology to take this course.

Effective Term: Spring 2017
6. **Modify the following course:**
   ANTH 3100 ANTHROPOLOGY OF SEX AND GENDER  3-0-3
   Prerequisite: ANTH 1102 or 1150

   **Rationale:** Permits a larger pool of potential students with some background in anthropology to take this course.

   **Effective Term:** Spring 2017

7. **Modify the following course:**
   ANTH 4000 SORCERY, DEMONS, AND GODS  3-0-3
   Prerequisite: ANTH 1102 or 1150

   **Rationale:** Permits a larger pool of potential students with some background in anthropology to take this course.

   **Effective Term:** Spring 2017

8. **Modify the following course:**
   ANTH 4010 Field Methods in Archaeology and Forensics  3-0-3
   Prerequisite: ANTH 1102 or 3820

   **Rationale:** Permits a larger pool of potential students with some background in anthropology or archeology to take this course.

   **Effective Term:** Spring 2017

9. **Modify the following course:**
   ANTH 4020 ARCHAEOLOGY OF THE SOUTHEAST  3-0-3
   Prerequisite: ANTH 1102 or 3820

   **Rationale:** Permits a larger pool of potential students with some background in anthropology or archeology to take this course.

   **Effective Term:** Spring 2017

10. **Modify the following course:**
    ANTH 4401, -02, -03 SPECIAL TOPICS IN ANTHROPOLOGY  3-0-3
    Prerequisite: ANTH 1102 or 1150

    **Rationale:** Permits a larger pool of potential students with some background in anthropology to take this course.

    **Effective Term:** Spring 2017
11. Create the following minor:

ANTHROPOLOGY

General Information
Anthropology is the holistic study of humans as group members. The study spans our deepest past to our most immediate present, providing inquiry into our increasingly globalized experiences of the world. This field builds upon knowledge from the social and biological sciences, as well as the humanities and physical sciences, encompassing the range of human experience.

Anthropology Minor
Anthropology.............................................................................. 15 hours
Three credit hours from: ANTH 1102 or ANTH 1150. If either ANTH 1102 or ANTH 1150 is taken in the core, ANTH 3820 must be taken.
Twelve additional credit hours of upper division Anthropology courses (3000 or above) to be distributed as follows:
   At least three credit hours in a Cultural Anthropology course: ANTH 3050, ANTH 3100, ANTH 4000 or ANTH 4403
   At least three credit hours in a Biological Anthropology course: ANTH 3020, ANTH 3030, ANTH 3080, ANTH 4030 or ANTH 4401
   At least three credit hours in an Archaeological Anthropology course: ANTH 3010, ANTH 3720, ANTH 4020 or ANTH 4402

Rationale: To encourage interested students to take advanced courses in Anthropology and enable them to take classes across the breadth of the field.

Effective Term: Spring 2017

C. Economics (no items)
D. Gender Studies (no items)
E. History (no items)
F. Languages, Literature, & Philosophy (no items)
G. Liberal Studies (no items)
H. Honors Program (no items)

IV. College of Science and Technology (no items)

OTHER BUSINESS

A. Two Dual Degrees and Majors Proposals (see Attachments 1 and 2)

Following up on the last meeting, Dr. Brooks reported that she contacted the Board of Regents and they said we could define a dual degree program in whatever way we see fit. The Board of Regents has no language that speaks to double degrees or double majors.
There was discussion of double majors when the majors are associated with different degrees (e.g., BA, BS, BSED, etc.). The inability to record double majors with different degrees on the transcript was deemed a mechanical problem that should not stand in the way of granting such double majors. It was suggested that the second major could be recorded in the comments section, even though it was of a different degree type.

A revised version of one of the two proposals was distributed. There were some friendly amendments made to that document. It was moved and seconded to accept that proposal. The motional carried. See Attachment 1 for the proposal with mark-up and Attachment 2 for the proposal with mark-up incorporated.

B. Special meeting to be called. Due to time constraints, it was moved and seconded that a special meeting should be called to consider the following topics:

1. Proposal for Dual Degree Program (BSED in with a Major in Mathematics Teacher Education/BS with a Major in Math Sciences with Teacher Certification)
2. Charge from the Senate to review, discuss, and vote on eCore affiliation.

This meeting would be subject to getting approval from the Faculty Senate to turn in minutes from the special meeting after the deadline of April 11. Ms. Bussey-Campbell said she would contact Faculty Senate President Dr. Elizabeth Desnoyers-Colas on the matter. Depending on the response, Ms. Fulton will set up a date, time, and location.

ADJOURNMENT. The meeting was adjourned at 5:00 p.m.

Respectfully submitted,

Phyllis L. Fulton
Catalog Editor and Secretary to the Committee
REVISED: Proposed changes to the language regarding Dual Degrees with Other Universities, Double Majors, Dual Degrees, and Second Degrees.

Page 7

**Dual/Joint-Degree Programs with Other Universities.** Armstrong has dual/joint-degree programs in Engineering with the Georgia Institute of Technology, Auburn University, Clemson University, Mississippi State University, and the University of Florida. Upon completion of the first three years of academic work at Armstrong, students may enroll for two subsequent years at one of the participating schools. Upon completing the requirements of the two cooperating schools, students receive a baccalaureate degree from Armstrong and a baccalaureate degree in the chosen field of Engineering from the second school. Contact the Engineering Studies coordinator in the College of Science and Technology for additional information.

Rationale: Adding the word joint brings the language of our policy close to the language used by SACS and distinguishes the above program from double majors and dual degree programs (see below).

Page 72

**Double Major.** Students wishing to receive a double major must satisfy major requirements of both disciplines including all residency and institutional requirements for each major. Courses used to satisfy both degree programs may be taken concurrently, and courses may satisfy both major requirements. Only one diploma is issued upon graduation, but one major will appear on the diploma. Both majors will be designated on the transcript. Completion of major requirements for the first and second majors are approved by the corresponding department heads.

Rationale: Currently, different standards exist for double majors depending on the base degree type (e.g., BA vs BS vs BLS vs etc.). Double majors are issued only to majors within the same degree type. The following procedural and reporting change allows all double majors to be treated equivalently. All second majors can be noted in the comments section of the transcript regardless of degree type. Students can complete double major programs of study without BOR notification beforehand. Decisions about whether or not a major is satisfied, above and beyond university and BOR level requirements, shall be made by the supervising department head. Students can graduate with a double major in any discipline with a minimum of 124 earned credit hours. The BOR has no policy on double majors. The second major shall be noted in the comment section of the transcript.

**Dual Degrees.** Students wishing to receive a dual degree (two degree programs satisfied concurrently) must satisfy major requirements for both degrees including all residency, institutional, and additional requirements for each degree. Courses to satisfy one program cannot be used to satisfy the other program (courses used to satisfy Areas F or above—major courses—cannot be used twice). An additional 30 hours must be taken to earn a second degree. A dual
degree is comprised of 42 credit hours of general education courses (from Areas A-E), 18 credit hours of Area F courses (from one degree program), and two sets of at least 39 upper-division credit hours that do not use any credits twice (from two existing degree programs--with the stipulation that 21 credit hours must be from each major field). Exceptions to this rule of not using major field courses twice may be made for up to 12 credit hours of required courses from each major field program that achieve identical learning outcomes through the same methods of delivery (e.g., internships, service learning, etc.). Additional lower-level courses may be required as prerequisites and program requirements. Dual degrees must be approved through the shared governance curriculum approval process. Notification of degree approval must be sent to the Board of Regents prior to implementation. Upon graduation, the student will be issued a diploma for each degree program.

Rationale: BOR Policy (2.3.9 Dual Degrees) allows for the creation of dual degree programs where two diplomas are issued after a student completes two conjoined degree programs. There is no existing BOR policy governing the requirement of additional credit hours beyond 120 for earning a dual degree. Armstrong’s current policy allows for dual degrees after earning 154 credit hours. BOR Policy (2.3.1 Majors and Minors) states that “a baccalaureate degree program must require at least 21 semester hours of upper-division courses in the major field and at least 39 semester hours of upper division work overall.” The proposed changes to the Armstrong dual degree policy conform to the BOR policy, specifically aligning our requirements for courses as we reduce the number of required hours from 154 to 142 credit hours. If the exception of not using major field courses twice (e.g., in the case of an internship with identical methods and outcomes) is invoked, the dual degree may be earned with 130 credit hours. In addition, the dual degree maintains the integrity of issuing two degrees because it requires more learning than is required for one degree (as measured with credit hours).

Second Baccalaureate Degree. A student who has earned a baccalaureate degree from an accredited institution may earn a candidate for a second baccalaureate degree from Armstrong State University. For a second degree, a student must earn a minimum of 39 upper-division credit hours from an Armstrong degree program (with the stipulation that 21 of those credit hours are from the major field of the degree).

Rationale: The changes to the Second Baccalaureate Degree policy are consistent with the proposed Dual Degree Program.
REVISED: Proposed changes to the language regarding Dual Degrees with Other Universities, Double Majors, Dual Degrees, and Second Degrees.

**Page 7**

**Dual/Joint-Degree Programs with Other Universities.** Armstrong has dual/joint-degree programs in Engineering with the Georgia Institute of Technology, Auburn University, Clemson University, Mississippi State University, and the University of Florida. Upon completion of the first three years of academic work at Armstrong, students may enroll for two subsequent years at one of the participating schools. Upon completing the requirements of the two cooperating schools, students receive a baccalaureate degree from Armstrong and a baccalaureate degree in the chosen field of Engineering from the second school. Contact the Engineering Studies coordinator in the College of Science and Technology for additional information.

**Rationale:** Adding the word *joint* brings the language of our policy close to the language used by SACS and distinguishes the above program from double majors and dual degree programs (see below).

**Page 72**

**Double Major.** Students wishing to receive a double major must satisfy major requirements of both disciplines including all residency and institutional requirements for each major. Courses used to satisfy both degree programs may be taken concurrently, and courses may satisfy both major requirements Only one diploma is issued upon graduation, but both majors will be designated on the transcript. Completion of major requirements for the first and second majors are approved by the corresponding department heads.

**Rationale:** Currently, different standards exist for double majors depending on the base degree type (e.g., BA vs BS vs BLS vs etc.). Double majors are issued only to majors within the same degree type. The following procedural and reporting change allows all double majors to be treated equivalently. All second majors can be noted in the comments section of the transcript regardless of degree type. Students can complete double major programs of study without BOR notification beforehand. Decisions about whether or not a major is satisfied, above and beyond university and BOR level requirements, shall be made by the supervising department head. Students can graduate with a double major in any discipline with a minimum of 124 earned credit hours. The BOR has no policy on double majors. The second major shall be noted in the comment section of the transcript.

**Dual Degrees.** Students wishing to receive a dual degree (two degree programs satisfied concurrently) must satisfy major requirements for both degrees including all residency, institutional, and additional requirements for each degree. A dual degree is comprised of 42 credit hours of general education courses (from Areas A-E), 18 credit hours of Area F courses (from one degree program), and two sets of at least 39 upper-division credit hours that do not use any credits twice (from two existing degree programs--with the stipulation that 21 credit hours...
must be from each major field). Exceptions to this rule of not using major field courses twice may be made for up to 12 credit hours of required courses from each major field program that achieve identical learning outcomes through the same methods of delivery (e.g., internships, service learning, etc.). Additional lower-level courses may be required as prerequisites and program requirements. Dual degrees must be approved through the shared governance curriculum approval process. Notification of degree approval must be sent to the Board of Regents prior to implementation. Upon graduation, the student will be issued a diploma for each degree program.

**Rationale:** BOR Policy (2.3.9 Dual Degrees) allows for the creation of dual degree programs where two diplomas are issued after a student completes two conjoined degree programs. There is no existing BOR policy governing the requirement of additional credit hours beyond 120 for earning a dual degree. Armstrong’s current policy allows for dual degrees after earning 154 credit hours. BOR Policy (2.3.1 Majors and Minors) states that “a baccalaureate degree program must require at least 21 semester hours of upper-division courses in the major field and at least 39 semester hours of upper division work overall.” The proposed changes to the Armstrong dual degree policy conform to the BOR policy, specifically aligning our requirements for courses as we reduce the number of required hours from 154 to 142 credit hours. If the exception of not using major field courses twice (e.g., in the case of an internship with identical methods and outcomes) is invoked, the dual degree may be earned with 130 credit hours. In addition, the dual degree maintains the integrity of issuing two degrees because it requires more learning than is required for one degree (as measured with credit hours).

**Second Baccalaureate Degree.** A student who has earned a baccalaureate degree from an accredited institution may earn a second baccalaureate degree from Armstrong State University. For a second degree, a student must earn a minimum of 39 upper-division credit hours from an Armstrong degree program (with the stipulation that 21 of those credit hours are from the major field of the degree).

**Rationale:** The changes to the Second Baccalaureate Degree policy are consistent with the proposed Dual Degree Program.
CALL TO ORDER. The meeting was called to order at 12:30 p.m. by Myka Bussey-Campbell.

ITEMS

I. College of Education

A. Secondary, Adult, and Physical Education

Item 1 from the Department of Secondary, Adult, and Physical Education was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.

1. Modify the following program of study:

   PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION IN SECONDARY EDUCATION: WITH A MAJOR IN MATHEMATICS TEACHER EDUCATION

   A. General Requirements

   Core Areas A, B, C, D.I, and E ................................................................. 42 hours
   Majors must take MATH 1111 in core area A and MATH 1113 in core area D.
   Core Area F ................................................................................................ 18 hours
   EDUC 2110 Investigating Critical and Contemporary Issues in Education
   EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Education Contexts
EDUC 2130 Exploring Learning and Teaching

See advisor for 9 hours of courses (1000-2000 level) that support area of Mathematics.
MATH 1161 Calculus I
MATH 2200 Elementary Statistics
MATH 2160 Linear Algebra

One hour of excess for MATH 1161 counts toward Concentration Electives

Physical Education ........................................................................................................3 hours
First-Year Seminar ......................................................................................................1 hour

B. Major Courses ....................................................................................................... 36-34 hours

EDUC 3100 Technology Applications for Teachers
EDUC 3200 Curriculum, Planning, and Instruction and Assessment
EDUC 3250 Educational Policy and Professional Standards for Teachers
EDUC 3300 Educating Students with Disabilities in the General Education Classroom
SCED 3081 Student and Classroom Assessment
SCED 3400 Classroom Management Strategies
SCED 3750 Internship I
SCED 4200 Reading and Writing Across the Curriculum
SCED 4750 Internship II – Student Teaching
SCED 5600U Content Methods Secondary Mathematics

C. Teaching Area Content Courses ............................................................................. 24-27 hours

See advisor for twenty four hours of upper level courses (3000-level and above) that support area of Mathematics.
MATH 2072 Calculus II
MATH 2083 Calculus III
MATH 3000 Intro to Mathematical Proof
MATH 3110 Abstract Algebra
MATH 3360 Modern Geometry
MATH 3932 Math Reasoning and Representations
Choose one:
  MATH 5160U Theory of Numbers
  MATH 5700U History of Mathematics
Choose one:
  STAT 3211 Probability and Statistics Applications I
  STAT 3231 Mathematical Statistics I
1 hour from MATH 1161

Total Semester Hours ................................................................................................124-125 hours

Rationale: New required course in area F serves as a prerequisite for many upper-division content courses. The change from 24 hours of 3000-4000 level to 18 hours of upper level reflects a clarification on the BOR and PSC policies related to content courses in secondary programs. This program is being fleshed out to assist in advisement of the students currently in the pipeline. It is in compliance with PSC
policies on mathematics teacher education. No new students will be accepted for Academic Year 2016-17.

**Effective Term: Fall 2016**

### B. Charge from the Senate re eCore (see Attachment 1)

“I am sending this email at the behest of the Faculty Senate to have the University Curriculum Committee review, discuss and vote on ECore affiliation at your next meeting. We request the results of the vote come to the Faculty Senate in time for our April 18, 2016 Meeting. Attached is the ECore agreement.

Elizabeth F. Desnoyers-Colas, Ph.D.
President, Armstrong Statue University Faculty Senate”

It was moved and seconded to affiliate with eCore. Discussion followed.

A handout was circulated quoting SACSCOC Comprehensive Standard 3.4.7 and 3.4.10. (See Attachment 2).

**Talking points:**

- The affiliate letter refers to and paraphrases the language of SACSCOC Comprehensive Standard 3.4.7. The word “quality” has been replaced in the letter by the phrase, “in conformity with our mission and standards.”
- SACSCOC Comprehensive Standard 3.4.10 gives the faculty the primary responsibility for the content, quality, and effectiveness of the curriculum.
- Objections were raised to the quality of eCore classes. The courses are not as interactive and innovative as Armstrong online courses. It was reported that some take the form of reading the text and doing quizzes, with no teaching interaction. Modules are set and cannot be changed by instructors.
- Laboratory experiments performed in kitchens are considered hazardous and do not teach proper laboratory safety protocol.
- It was stated that Armstrong is the only USG institution that is not an eCore affiliate.
- If Armstrong does not affiliate, it will have no voice in trying to improve the quality of eCore classes.
- Often the quality of classes is more dependent upon the instructor than the format.
- 75% of eCore classes are taught by full-time USG faculty.
- When we review courses outside of eCore for transfer, the review is based on analysis of syllabi only, and not on classroom visits.
- It has been mandated that we accept eCore classes, whether we affiliate or not. We are already mandated to do all the things listed under “Affiliate Responsibilities” in the affiliation letter, even though we are not an affiliate.
- There are negative implications for revenue and student count. These are not huge at this time, but they could become larger. There are currently 71 individual student registrations in eCore courses.
• Being the only USG institution that is not an affiliate is causing Armstrong difficulties in working with the USG.
• eCore affiliation could be very helpful for our military students.
• The Armstrong mission statement was read aloud: “Armstrong is teaching-centered and student-focused, providing diverse learning experiences and professional programs grounded in the liberal arts.”

A show-of-hands vote was called. The motion failed, with 4 in favor of affiliation and 5 against.

**ADJOURNMENT.** The meeting was adjourned at 1:40 p.m.

Respectfully submitted,

Phyllis L. Fulton  
Catalog Editor and Secretary to the Committee
eCore Affiliate Letter of Intent and Commitment

Statement of Commitment:

Armstrong State University intends to participate as an eCore Affiliate starting _________ term 2016.

We agree that the institution has committed to full participation and support of the eCore program and has obtained faculty endorsement of the eCore affiliation through existing governance processes. Per SACSCOC Comprehensive Standard 3.4.7, we have reviewed affiliation with eCore and the courses offered through this consortial relationship and found them to be in conformity with our mission and standards. Further, we will ensure ongoing compliance with this agreement and SACSCOC Principles, and we will periodically evaluate this consortial relationship against the mission of our institution and maintain records of such.

USG eCore coordinates student and faculty support, technical support, test proctoring, textbook utilization, course development and maintenance, faculty preparation, marketing, and overall program evaluation. Institutions should ensure that online students receive the same level of support (financial aid, counseling, admissions, etc.) as campus-based students.

Tuition is $169 per credit hour for all institutions. Affiliates retain $42 of tuition per student per credit hour and are billed for the remaining amount at each institutions’ specified census date.

Affiliate Responsibilities: We understand that, as an eCore affiliate, we must exercise the following responsibilities:

1. To establish processes to ensure timely and accurate registration for students. This includes building courses in the institutional Banner system, establishing and communicating fee payment deadlines with eCore students, implementing gated registration for eCore courses, running INGRESS processes, and processing non-attending students, withdrawn students, and end of term grades.
2. To appoint an eCore liaison responsible for serving as a single point of contact for institutional eCore students, directing eCore students, contacting at-risk eCore students, and collaborating with other affiliate eCore liaisons and eCore Administrative Services to ensure student success.
3. To evaluate institutional student achievement and use these findings to provide input to the Regents Advisory Committee on eCore and eCore Administrative Services for course or program improvement.
4. To exchange overall enrollment, performance, and demographic data with the eCore administration related to eCore courses for the purposes of assessing program and course quality and retention.
5. To appoint a Banner representative to periodically participate in testing and implementation of eCore registration systems, primarily during the initial phases of affiliation and during system changes.
6. To designate the VPAA, Provost, or other academically qualified representative with decision-making authority for membership on the Regents Advisory Committee on eCore for academic oversight and accountability of the eCore program.
7. To designate the VPAA, Provost, or other academically qualified representative who is responsible for reviewing and approving faculty assigned to teach eCore classes each semester.
8. To provide a notice of at least three semesters if the institution decides to terminate its affiliation with eCore.
The affiliate institution also understands that it holds responsibility for notifying or seeking substantive change approvals from the Board of Regents and SACSCOC for online programs as needed.

*Affiliates may add local additionally needed signatures to this document per their discretion. Attached to this agreement is the current list of approved courses and affiliate partners.

Affiliate Signature:

__________________________________________
Vice President for Academic Affairs / Provost / Other          Date

Printed name/email/ phone

USG eCore Signature:

__________________________________________
Dean of eCore          Date
Dr. Melanie Clay / melaniec@westga.edu/678.839.0627

Printed name/email/ phone

University of West Georgia as fiscal agent for eCore

__________________________________________
Vice President for Academic Affairs / Provost / Other Designee          Date

Printed name/email/ phone
eCore courses aligned to **Armstrong State University** Equivalents/Substitutions:

<table>
<thead>
<tr>
<th>eCore Courses</th>
<th>Title</th>
<th>Hrs</th>
<th>Armstrong State University Courses</th>
<th>Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1211K</td>
<td>Principles of Chemistry I &amp; Lab</td>
<td>4</td>
<td>CHEM 1211/1211L</td>
<td>Principles of Chemistry I &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1212K</td>
<td>Principles of Chemistry II &amp; Lab</td>
<td>4</td>
<td>CHEM 1212/1212L</td>
<td>Principles of Chemistry II &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>COMM 1100</td>
<td>Human Communication</td>
<td>3</td>
<td>N/A Area B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1101</td>
<td>English Composition I</td>
<td>3</td>
<td>ENGL 1101</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1102</td>
<td>English Composition II</td>
<td>3</td>
<td>ENGL 1102</td>
<td>Composition II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2111</td>
<td>World Literature I</td>
<td>3</td>
<td>ENGL 2100</td>
<td>Literature and Humanities</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2112</td>
<td>World Literature II</td>
<td>3</td>
<td>N/A Area B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 2131</td>
<td>American Literature I</td>
<td>3</td>
<td>ENGL 2131</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2132</td>
<td>American Literature II</td>
<td>3</td>
<td>ENGL 2132</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 2202</td>
<td>Environmental Science</td>
<td>3</td>
<td>N/A Area D (non-STEM/clinical health majors only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETEC 1101</td>
<td>Electronic Technology in the Educational Environment</td>
<td>2</td>
<td>N/A Area B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOL 1011K</td>
<td>Introductory Geosciences I &amp; Lab</td>
<td>4</td>
<td>N/A Area D; lab science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 1111</td>
<td>World History I</td>
<td>3</td>
<td>HIST 1111</td>
<td>Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 2111</td>
<td>United States History I</td>
<td>3</td>
<td>HIST 2111</td>
<td>History of America Since 1865</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1101</td>
<td>Mathematical Modeling</td>
<td>3</td>
<td>MATH 1001</td>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1111</td>
<td>College Algebra</td>
<td>3</td>
<td>MATH 1111</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1113</td>
<td>Pre-calculus</td>
<td>3</td>
<td>MATH 1113</td>
<td>Pre-calculus Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1401</td>
<td>Intro to Statistics</td>
<td>3</td>
<td>MATH 2200</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1501</td>
<td>Calculus I</td>
<td>4</td>
<td>MATH 1161</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 2010</td>
<td>Introduction to Philosophy</td>
<td>3</td>
<td>PHIL 2010</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1211K</td>
<td>Principles of Physics I &amp; Lab</td>
<td>4</td>
<td>PHYS 2211K (Pre-requisite Calculus I)</td>
<td>Principles of Physics I and Lab</td>
<td>4</td>
</tr>
<tr>
<td>POLS 1101</td>
<td>American Government</td>
<td>3</td>
<td>POLS 1100/HIST 1100 (Fall 2016; courses will change to POLS 2001/HIST2001)</td>
<td>Political History of American and Georgia</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1101</td>
<td>Introduction to General Psychology</td>
<td>3</td>
<td>PSYC 1101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
eCore consists of the following SACSCOC accredited affiliate partners:

<table>
<thead>
<tr>
<th>Abraham Baldwin Agricultural College</th>
<th>Georgia Gwinnett College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albany State University</td>
<td>Georgia Highlands College</td>
</tr>
<tr>
<td>Atlanta Metropolitan State College</td>
<td>Gordon State College</td>
</tr>
<tr>
<td>Bainbridge College</td>
<td>Georgia Southwestern State University</td>
</tr>
<tr>
<td>College of Coastal Georgia</td>
<td>Kennesaw State University</td>
</tr>
<tr>
<td>Clayton State University</td>
<td>Middle Georgia State University</td>
</tr>
<tr>
<td>Columbus State University</td>
<td>Savannah State University</td>
</tr>
<tr>
<td>Darton State College</td>
<td>University of North Georgia</td>
</tr>
<tr>
<td>Dalton State College</td>
<td>University of West Georgia</td>
</tr>
<tr>
<td>East Georgia State College</td>
<td>Valdosta State University</td>
</tr>
</tbody>
</table>
3.4.7 The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the Principles, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. (See Commission policy “Agreements Involving Joint and Dual Academic Awards: Policy and Procedures.”) (Consortial relationships/contractual agreements)

3.4.10 The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. (Responsibility for curriculum)