UNIVERSITY CURRICULUM COMMITTEE
University Hall 282
Minutes, April 11, 2016

PRESENT: Myka Bussey-Campbell (Chair), Suzanne Carpenter, Kathryn Craven, Jose da Cruz, (Vice Chair), Katrina Embrey, Robert Harris, Anthony Parish, Julie Swanstrom, James Todesca, Phyllis Fulton (Catalog Editor)

ABSENT: Jackie Kim, John Kraft, Andi Beth Mincer, Jared Schlieper

GUESTS: Cynthia Bolton, James Brawner, Donna Brooks, Brent Feske, Delana Gajdosik-Nivens, Regina Rahimi, Robert T. Smith, Sandy Streater, Teresa Winterhalter, Jane Wong

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 in 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:**

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**Vice President for Academic Affairs / Provost / Other**

Date

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Printed name/email/ phone

**USG eCore Signature:**

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**Dean of eCore**

Date

Dr. Melanie Clay / melaniec@westga.edu/678.839.0627

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Printed name/email/ phone

**University of West Georgia as fiscal agent for eCore**

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**Vice President for Academic Affairs / Provost / Other Designee**

Date

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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>
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<tr>
<td>CHEM 1211K</td>
<td>Principles of Chemistry I &amp; Lab</td>
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<td>CHEM 1211/1211L</td>
<td>Principles of Chemistry I &amp; Lab</td>
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<td>Principles of Chemistry II &amp; Lab</td>
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<td>Civilization I</td>
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<td>History of America Since 1865</td>
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<td>Phys 2211K Principles of Physics I and Lab</td>
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*Exclusion approved by USG BOR.

eCore consists of the following SACSCOC accredited affiliate partners:

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<tr>
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<th>College Name</th>
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<tbody>
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<td>Bainbridge College</td>
<td>Georgia Southwestern State University</td>
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<td>Kennesaw State University</td>
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<td>University of North Georgia</td>
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<tr>
<td>Fort Valley State University</td>
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</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)