COUNCIL ON CURRICULAR PROGRAMS AND INSTRUCTION

Thursday, 26 January 2017

**Horrabin Hall 1 - 3:30 p.m.**

# A G E N D A

1. Consideration of Minutes  
   1. 1 December 2016
2. Announcements
3. Old Business
4. New Business
   1. Curricular Requests from the Department of English
      1. Requests for Change of Course Descriptions
         1. ENG 100, Introduction to Writing, 3 s.h.

**Current:** Instruction and experience in the basics of clear, accurate, and effective paragraphs and essays. Required of students placed in the course during initial registration. Not open to students who have completed ENG 180 or 280 with a grade of C or above. Graded A, A-, B+, B, B-, C+, C, or U.

**Proposed:** Introduction to writing as a social act with emphasis on developing flexible reading and writing processes for a range of genres. Required of students placed in the course during initial registration. Designated sections taught in computer labs. Not open to students who have completed ENG 180 or 280 with a grade of C or above. Graded A, A-, B+, B, B-, C+, C, or U.

* + - 1. ENG 180, College Writing I, 3 s.h.

**Current:** Introduction to college writing, with an emphasis on the writing process, reflective writing, and critical thinking. All sections taught with word processors. Graded A, A-, B+, B, B-, C+, C, U, F.

**Proposed:** Study and practice of writing as a social act with emphasis on rhetoric and genre. All sections taught in computer labs. Graded A, A-, B+, B, B-, C+, C, U, F.

* + - 1. ENG 280, College Writing II, 3 s.h.

**Current:** A second course in college writing, to be taken during sophomore year. Emphasis on the interaction between writer and reader. Designated sections taught with word processors. Graded A, A-, B+, B, B-, C+, C, U, F.

**Proposed:** Continued, advanced study and practice of writing as a social act with emphasis on disciplinary and professional contexts, rhetorical genre, and discourse community. Designated sections taught in computer labs. Graded A, A, B+, B, B-, C+, C, U, F.

* 1. Curricular Requests from the Department of Geography
     1. Requests for New Courses
        1. GEOG 202, Principles of GIS, 4 s.h.
        2. GEOG 402, Advanced Cartography, 3 s.h.
        3. GEOG 407, Social Applications of GIS, 3 s.h.
        4. GEOG 410, Applied GIS, Remote Sensing, and GPS, 3 s.h.
        5. GEOG 423, River Water Resources, 3 s.h.
        6. GEOG 440, Connections: A Geography of Transportation, 3 s.h.
        7. GEOG 458, Planning Methods, 3 s.h.
     2. Request for Change of Minor
        1. Geographic Information Systems
  2. Curricular Requests from the Department of Curriculum and Instruction
     1. Requests for New Courses
        1. ECH 277, Observation and Assessment in Early Childhood Education, 3 s.h.
        2. ECH 359, Art and Movement for Children Ages 2-8 Years Old, 2 s.h.
        3. SPED 392, Strategies and Procedures for Exceptional Children Ages Birth to Five, 2 s.h.
     2. Requests for Changes in Titles, Course Descriptions, Credit Hours, and Prerequisites
        1. ECH 271, Early Childhood Education, 3 s.h.

**Current:** Early Childhood Education

History and philosophy of early childhood education, recent trends, programs, and techniques for education of children, birth through eight years

**Proposed:** Introduction to Early Childhood Education

An overview of early childhood care and education including historical and cultural perspectives, organization, structure, programming and basic values in the field. Considerations for diversity of culture, language, race, social-economic status, gender, ethnicity, and ability will be included.

* + - 1. ECH 273, Growth and Development of the Young Child, 3 s.h.

**Current:** Growth and Development of the Young Child

Social context in which child functions, development within family, social institutions. Pre- and post-natal forces, effects upon child, techniques for dealing with them.

**Proposed:** Young Child Growth and Development

A foundation course in theory and principles of the developmental continuum pre-natal through age 8, including an in-depth study of physical, social/emotional, cognitive, language, and aesthetic development; an exploration of child development within a socio-cultural context.

* + - 1. ECH 276, Parent/Community Involvement, 3 s.h.

**Current:** 3 s.h.

**Proposed:** 2 s.h.

* + - 1. ECH 355, Organization and Administration of the Preprimary Learning Environment, 2 s.h.

**Current:** Organization and Administration of the Preprimary Learning Environment, 2 s.h.

Principles and practices of classroom design, scheduling, curricular integration, and material selection in preprimary settings.

Prereq: ECH 271, 273, 273; fully accepted into Teacher Education Program (TEP)

**Proposed:** Planning and Environment for the Pre-Primary Child, 3 s.h.

This course focuses on the principles and practices of classroom design, scheduling, material selection, the concept and application of integration of all content areas into a cohesive curriculum, and program evaluation in pre-primary settings.

Prereq: ECH 271, 273; fully accepted into Teacher Education Program (TEP)

* + - 1. ECH 356, The Learning Environment: Kindergarten and the Primary Grades, 2 s.h.

**Current:** The Learning Environment: Kindergarten and the Primary Grades

Prereq: ECH 271, 273, 274; fully accepted into Teacher Education Program (TEP)

**Proposed:** Planning and Environment for the Primary Child

Prereq: ECH 271, 273, 355; fully accepted into Teacher Education Program (TEP)

* + - 1. ECH 357, Strategies to Support Social/Emotional Growth in Young Children, 3 s.h.

**Current:** 3 s.h.

**Proposed:** 2 s.h.

* + - 1. ECH 480, Field Work in Early Childhood Education III, 1-4 s.h., repeatable to 6 s.h.

**Current:** 1-4 s.h., repeatable to 6 s.h.

Clinical experience in pre-primary and primary grade early childhood classrooms. Students explore and apply learning theories and practices as they observe, participate, and teach daily in the classroom. Transportation not furnished.

Prereq: ECH 271, 273, 274, 380, 381, departmental permission, fully accepted into Teacher Education Program (TEP). *Graded S/U only.*

**Proposed:** 4 s.h.

Clinical experience in pre-primary early childhood classrooms. Students work closely with mentor teachers in planning, implementing, and assessing instruction in all curricular areas. Students will complete a practice edTPA. Transportation not furnished.

Prereq: ECH 271, 273, 380, 381, departmental permission, fully accepted into Teacher Education Program (TEP). *Graded S/U only.*

* + - 1. LLA 311, Literature for Young Children, 3 s.h.

**Current:** 3 s.h.

A survey of literature for children birth through grade three. Selecting books in various genres through critical analysis and evaluation is emphasized. A minimum grade of C is required of Teacher Education majors.

Prereq: 2.50 cumulative GPA

**Proposed:** 2 s.h.

A survey of literature for children birth through grade two. Selecting books in various genres through critical analysis and evaluation is emphasized. A minimum grade of C is required of Teacher Education majors.

Prereq: 2.50 cumulative GPA. Concurrent enrollment in RDG 382.

* + - 1. RDG 382, Literacy Development: Birth through Preschool, 3 s.h.

**Current:** 3 s.h.

Methods and content for fostering and assessing literacy development in children from birth through the preschool years, adopting those methods to meet the individual needs of diverse groups of children, and applying these methods in child care and preschool settings.

**Proposed:** 2 s.h.

Focuses on both methods and content for fostering and assessing literacy development in children birth through the preschool years in a variety of settings. The course will address the diverse needs of preschool children through differentiation.

* + - 1. RDG 432, Introduction to Corrective Reading in the Early Childhood Years,

3 s.h.

**Current:** 3 s.h.

**Proposed:** 2 s.h.

* + 1. Requests for Changes of Majors
       1. Early Childhood Education
       2. Elementary Education
  1. Continued Discussion of Comprehensive Majors and Definitions of Academic Terms

V. Provost’s Report

# NEXT MEETING – THURSDAY, FEBRUARY 9, 2017

# HORRABIN HALL 1