

**Minutes of the Faculty Assembly
February 24, 2015**

The Asbury University Faculty Assembly convened at 10:55 on Tuesday, February 24, 2015 in Bennett-Bernard. (Note: The meeting was moved from its regular date the week before due to snow.) The meeting was opened with praise, concerns, and prayer.

The minutes from the last Faculty Assembly were approved.

ACTION ITEMS

The follow recommendations came from Academic Policies and Curriculum Committee:

A) Items from the Howard Dayton School of Business

Modify the following courses into separate courses rather than one six-credit course as originally presented.

MBA 613 – Capstone Project I (3.0)

In this course students will investigate industries and ideas, research alternatives, and develop competitive strategies in order to create viable business plans that meet very demanding investment audiences.

Modify MBA 635 – Mentored Experience (3.0)

This constitutes a mentored fieldwork experience in a business organization. It may be either an internship or co-op position in which the student is assigned specific tasks to be accomplished during their tenure with the company. A mentor will also be assigned to the student to guide them in the integration of faith and work as they complete their fieldwork. The student will meet regularly with the mentor and be required to keep a journal throughout the assignment.

NEW MBA 614 – Capstone Project II (3.0)

In this course, students will experience an intensive study week that serves as a comprehensive class for the entire MBA program. Specific attention will be given to the origination, implementation, and sustainable cultivation of a business project, firm, or organization. Attention will be given to considerations in the triple bottom line.

The motion passed.

B) Items from the School of Communication Arts

A new undergraduate program was presented to the faculty for approval - Instructional Design for a B.S. degree in APS online

NEW ID 200 - Exploring Instructional Design (1.0)

This guided experience will introduce students to the field of Instructional Design, providing students with opportunities to engage industry experts working in various organizational, corporate, educational, and military contexts. Students will also be introduced to the Capstone Project (May be repeated for a maximum of 3 credits).

NEW ID 201 Foundations of Theory and Practice (3.0)

Students will examine the use of instructional design theories and models to create materials that are appropriate in a variety of settings. Theories and models to support the design of web-based instruction will be emphasized. Students will focus on strategies for instruction, media selection, and evaluation that will enable them to design in technology rich environments.

NEW ID 202 Instructional Design and Messaging 1 (3.0)

Students will engage in the fundamentals of Instructional Design and Messaging including design and development of instructional strategies that are relevant to a specific student-selected topic of interest. Students will learn and apply a given approach to completing each phase of a common design process and will plan and produce projects from each of these phases to demonstrate mastery of each phase. Emphasis will be placed on the process of project planning, design, development, implementation and evaluation.

NEW ID 211 Technology (3.0)

This course will provide an introduction to the field of instructional technology and its impact on training and communication. Historical and current perspectives are examined, as well as emerging trends and issues. The application of innovative instructional technology is introduced in this project-based course.

NEW ID 212 Instructional Design and Messaging 2 (3.0)

This course includes the study of the knowledge and skills required to perform the primary steps in the instructional design process; analysis, design, development, implementation, and evaluation.

NEW ID 230: Information Environment (2.0)

In this course students will explore how to engage with the digital information environment. Students will find and evaluate existing research and resources in the instructional design field and will learn how to synthesize that information with their own original ideas during the design process. Students will also address the legal and ethical implications of copyright, fair use, and Creative Commons licenses when designing materials for nonprofit and for-profit organizations.

NEW ID 250 Learning Theory (2.0)

Students will explore human learning and cognitive process. The course will provide an overview of the development of learning theory, cognitive models, communication strategies, and mental processes. The role of educators and trainers in the learning process to create interactive environments is examined. Major theories concerning the learning process and their implications for the instructional process are also investigated.

NEW ID 325 Designing for Online Interactions (3.0)

This course will provide an overview of how to better integrate Internet resources (information, communication, and collaboration) to improve education and training. In addition, students will create and publish web-based instructional materials. Students will also explore basic principles of user-centered design and website maintenance.

NEW ID 350 Multimedia (3.0)

This course provides an introduction to developing multimedia materials. Topics include basic design and development guidelines as well as an introduction to representative multimedia instructional development.

NEW ID 375 Learning Management System/Content Management Syst. (2.0)

This course introduces students to the functions and applications of learning and content management systems with a specific emphasis on the use of these tools for delivering educational and training content. Students will interact with several mainstream software and web applications, including mobile.

NEW ID 410 Assessment and Evaluation (3.0)

In this course, students will demonstrate assessment literacy and will design and develop assessments to be integrated into the learning process. Students will learn to identify the differences in formative and summative evaluation data and design online learning scenarios to address both of these. Emphasis is placed on the development of a variety of effective assessment tools.

NEW ID 425 Training and Communication (3.0)

Students will study the development of integrated instructional systems for performance improvement in training and teaching contexts. Course emphasizes the design, development, implementation, and evaluation of instructional solutions, including communication strategies and techniques for facilitating training.

NEW ID 450 Project Management (2.0)

This course explores project management methodologies, procedures, and tools and their applications related to the creation and implementation of educational and training solutions. The course emphasizes strategies for managing human, financial, and technology resources based upon the constraints, scope, and nature of the project being designed.

NEW ID 470 Internship (3.0)

This guided experience provides students with a real-world learning experience in the Instructional Design field through a mentored internship program. Students will work with program advisors and professional partners to complete the internship experience in authentic contexts that expose them to real-life instructional design problems, products, and projects. (variable credit 1-6 and may be repeated up to a total of 6 credit hours)

NEW ID 485 Capstone Project (3.0)

The Senior Seminar course utilizes a Capstone Project, which is a significant piece of work that demonstrates a student's knowledge and application of instructional design research, theory, practice, and technology. The Project will represent a student's ability to analyze, develop, and design a product to meet an instructional design need. This faculty-supervised project will culminate with a student presentation of the completed product.

The motion to approve the new program was passed.

REPORTS

Paul Dupree talked about the CampusVue Student & portal system. Grading was handled last semester using the ERP system. In the next month, Asbury will be doing our first pre-registration in a few weeks, and then graduation. As we continue to move into the system, Paul Dupree asked for patience.

Timothy Campbell said that one of the adjustments with the new ERP is being able to access reports that faculty used to be able to pull. Departmental assistants have been trained in preparing the following items: Advisor Report, Audit, Class Roster, Hold groups, and Student Schedules. Questions about these can be directed to Rick Cook, first, and, as needed, Tim Campbell.

Institutional Advancement (Larry Jarrard): Alumni Giving during the past ten years has decreased "quite dramatically." The number of donors has dropped by more than 1100 in the past decade. Nationally, there has been a significant drop as well. In 2014, Asbury had 18% of the alumni giving as compared to the national average of 8%. In Kentucky, Centre and Transylvania have a much higher percentage alumni giving rate than Asbury.

The Fund for Asbury University is an important part of AU fundraising (FY 2014 – YTD). One goal is to reduce dependence on just a few larger gifts. Looking at the overall fundraising report, one significant gain in 2014 is a large increase in commitments of estate and deferred gifts. Other recent pledged gifts have included \$400,000 to fund science personnel, \$250,000 for faculty development, and \$112,500 for the equine department.

Both Education and Social Work had accreditation visits this semester; in the reports since then no issues have been raised.

ANNOUNCEMENTS

Monday-Wednesday, Feb. 23-25, 7:00p - Student Renewal and Revival

Thursday-Saturday, Mar. 5-7 – Board of Trustees meetings

Thursday, March 5 – Brown Bag, Bruce Branan: "An Assessment of Science- Teacher Preparation in Kentucky Universities"

Jeff Day announced the plans for the spring play.

The meeting was adjourned at 11:45 a.m.

Respectfully submitted,
Doug Walker
Fill-In Faculty Secretary