

Curriculum Committee
March 7, 2024
Minutes

Present: Hideki Takei, Paul Ballard, Sayantani Mukherjee, Fabio Ambrosio, Erika Pazian, Lacy Ferrell, Tim Sorey, Benjamin White, Lizzie Brown, Evelyn Aguiar, Susan Merrill, Tim Englund, Rachel Kirk, Mike Harrod, Jenny Dechaine-Berkas, Mike Gimlin, Kathryn Martell

Absent: Yoshiko Takahashi, CB dean representative, Library dean representative

Guest(s): None

Meeting was called to order at 3:11 p.m.

Agenda was approved.

February 22, 2024, minutes were approved.

Chairs report – Ben reported that the two policy/procedure motions were approved at the March 6, 2024, Faculty Senate meeting. A hold petition was placed on ADMG 385 by Communications. They have until March 11th to come to a resolution. If they don't come to agreement, there will be a hold hearing on March 14th. Ben indicated the committee will do an email vote on February 29th for the March 7th approval log since the two-week window will be during spring break. Mike G was able to look into how fees were assessed to students. It is a little ambiguous because the way that the grad college is buying it. But in general the service campus should be the sole determinant of whether or not campus specific fees get assessed. Graduate Studies want both pieces to be aligned and they will be pushing to get an online designation code for the program in the meantime. The committee will continue to look into a long-term solution to this issue. There is a curriculum proposal originator that had planned on adding an elective to a program but missed getting it into their proposal. They would like to add that elective course to their proposal at this point. This proposal has not come to the FSCC yet for review. The committee felt that this was okay to allow the course to be added at this stage.

Approval Log

ADMG 385 is on hold. CAH 289, 389, 489, 489, Liberal Studies Major, BA and Liberal Studies Major, BA still need to finish the discussion from the February 22, 2024, meeting.

The committee discussed the CAH courses and Liberal Studies majors. There is concern about the general methods course. Not sure the program is serving students in a beneficial way. This conversation will be held until later in the meeting. CAH 289, 389, 489, 489, Liberal Studies Major, BA and Liberal Studies Major, BA will remain on hold pending further conversation.

Lizzie moved to approve the February 22, 2024, approval log. Hideki seconded and motion passed.

Review Log

#10 CTE 310B Career and Technical Education Occupational Analysis– #10 & #13 have similar issues. Learner outcomes were not flagged as changed, but when go in view they have been changed. There

are low level outcomes. A lot of repetition of learner verbs. Mike G indicated they didn't have outcomes on file, which is why they appear to be new. Ben will withdraw his concerns for this course.

#11 CTE 311C Career and Technical Education Course Organization and Curriculum Design – Changed learner outcomes. Learner outcomes and assessments are pretty much the same thing.

#4 ATM 482 Fashion Line Development – There is a typo in the 3rd column/row of assessment. "Completion of all.." should be "Completion..."

#13 CTE 311B History and Philosophy of Career and Technical Education – This is okay.

#14 CTE 311C Career and Technical Education Student and Professional Leadership Development – assessments and verbiage for learner outcomes. Three uses of Identify. Low level outcomes, and they have nine outcomes. Assessments have to match the outcomes. Assessments are mostly writing. After discussion the concerns were withdrawn.

#15 CTE 311D Career and Technical Education School Law and Issues Related to Abuse – Course description is 44 words. Some of the language is administrative so the total is okay. 2017 was the last update on outcomes. Demonstrate and understanding of... Embedded outcomes and there are a number of them. Assessment doesn't seem to measure the outcome. Sayantani

#25 EDLT 521 - Program Organization: Literacy Coaching and Leadership – Description is grammatically incorrect. "Literacy leadership in K-12 settings including research-based practices in coaching, supervision, program organization, grant writing, and professional development will be explored." For a 500-level course it has a lot of lower verbs. They are reducing the credits, but they haven't made changes to the learning outcomes. Sayantani and Erika

#27 EDLT 523 Issues and Trends in Literacy Coaching and Instruction Research – Changed the learner outcomes, but they still have a lot of demonstrated knowledge. One they changed demonstrated to describe which lowers the outcome. Lacy

#30 EDE 432 Strategies for Working with Students with Low Incidence Disabilities – Typo in learner outcome. There is an extra space between hyphen and word. Susan will make the change.

#35 EDU 561 – Methods and Models Instruction - Course title and short course title is different and seem to suggest different things. Learner outcome table is a mess. The short title says Mthds and Models of Instruct. May need "of" in the long title. Some learner outcomes seem to be activities, and some are learner outcomes. These seem to be different throughout the table. The last the assessment doesn't have a learner outcome. Lacy

#36 EDU 563 Technologies for Teaching and Learning – Same as #38. Pre-reqs and co-reqs. In display box ends mid-sentence. Mike G indicated there is a 220-character limit and is in the instructions for displayed pre-reqs, this particular one was an older course prior to the character limit. Mike G indicated this will be sorted out at integration step.

#38 EDU 573 Clinical Practice II– Same as #36 Pre-reqs and co-reqs. In display box it ends mid-sentence.

#37 EDU 572 Clinical Practice I – Typo in the short version of pre-requisite section. Left open parenthesis. This will be fixed in integration. Increased from 1 to 3 credits. 11 outcomes prior and those didn't change with the course. Jenny indicated that they are changing the credits because they were too low for what they were expecting from students.

#39 EDU 574 Clinical Practice III – Short pre-requisite version truncated. This will be fixed at integration.

#41 EDU 583 Seminar II – Truncated pre-requisite. Description is grammatically incorrect.

#42 EDU 485 Seminar III – Truncated pre-requisite. A lot of identify and discuss verbs in the learner outcomes. Lacy

#43 ELEM 341 Reading Assessment and Instruction - Description is grammatically incorrect. "The use of assessment of literacy skills and processes that drive instruction, as well as content and methodology of vocabulary development, fluency, word study, and comprehension are covered." Should add a comma after comprehension. Erika

#54 HED 387 Principles of Stress Management and Health Promotion – Looking at course title and course short title. Should this be Stress Management & Health Promotion instead of Pr Strss Mgt & Health Promotion.

#55 HRM 486 Problems in Human Resource Management - Student learner outcomes and all the assessments seem to be streamlined. However, the second assessment is bulky. This is okay.

#56 IT 667 Cybersecurity Risk Management – In description and reason for the change it lists remove IT 545, however they are actually removing IT 647. Does this need anything? This is okay.

#95 PUBH 621 Advanced Research Methods for Health – Typo in program narrative. Need to add "in" Students will engage "in"... Susan will make the change.

#107 SOC 448 Nations and Nationalism - Demonstrating knowledge in learner outcomes, but they were last changed in 2021. This is okay for now.

#116 WINE 332 Social Media Theory and Practice in the Wine Industry – Identifying and Recognizing verbs used. Low for a 300-level course. Lacy

Fabio moved to send the Course changes out for campus review. Erika seconded and motion passed.

New Course

#2 AGB 489 Food and Agribusiness Innovation Management – Pre-requisites are a long list. The last one is that they have applied for graduation. This is okay.

#18 EDBL 453 Dual Language Methods: Social Studies – Concern that there are only three outcomes. When look at outcomes and assessment, the assessments are all the same.
Sayantani

#26 EDLT 522 Literacy Coaching and Data-Oriented change – Some of the learner outcomes don't make sense. May be using discipline language. Tim indicated these are okay within the discipline. Jenny said this program is for working teachers.

Support school personnel to use data to make instructional decisions.
Report data to relevant stakeholders

Tim moved to send the new courses out for campus review. Paul seconded and motion passed.

Program Changes

#7 Art Education Major, BA - Program learner outcomes talk about demonstrating knowledge of western and non-western. Should this language be updated to reflect some of the changes in other proposals. Lacy

#8 Bilingual Education Dual Language Minor – Program narrative indicates a requirement that says successfully completing the world language course. What does that mean? They will need to have taken SPAN 360 currently, but in the future, they may add other languages. Lacy

#53 Family and Consumer Sciences Career and Technical Education – Program description says "Because of the high demand for these teachers, graduates of this program have a 100% placement rate." Is this something that should be in the description. Lacy

#66 IT Management MS, Structures of Data Analytics for IT Managers Specialization – Similar issue with #68. Justification moving program requirements into the core course requirements. This is okay.

#68 IT Management MS, Information Technology Specialization – Leaves very little narrative left once you move the language below. Not sure what the requirements are. The information is typically in the shared core for this department. This is okay.

#69 IT Management MS, Structures of Data Analytics for IT Managers Specialization – All references in description still say ITAM. The course fee is specifically named. Should this be less specific as a small course fee instead of a specific number. This is also on other programs that are being changed.

#70 IT Management-BAS Program and Core Requirements & #71 IT Management-BS Program and Core Requirements - Course fee change language could be made to these two and will be made in all programs.

#88 Master of Public Health – Program narrative “contributions” is spelled with a “v” instead of a “b”. Erika

#98 Professional Teaching Foundations Certificate Summer Start – Program outcomes implement, and assess... should not be a comma.

#100 Professional Teaching Foundations SPED Certificate Summer Start – Program narrative has a part that was a typo. Under program requirement, successful completion of a 3, day intensive/orientation. Should be it be 3-day intensive orientation. Fabio. Jenny suggested that intensive/orientation may be correct.

#105 Professional Teaching Praxis SPED Certificate Winter Start – Also needs to have the comma removed similar to #98.

#114 Teacher Certification MAT, Special Education Specialization – Math issue 41 credits in the core and 24 with a total of 65. The change is made in #115 which is the core. This is okay.

Lacy moved to send program change proposals out for campus review. Lizzie seconded and motion was approved.

Program Delete or Reserve

Lacy moved to send out the program delete or reserve proposals out for campus review. and Paul seconded and motion carried.

Liberal Studies conversation will be carried over to next week.

Meeting was adjourned at 5:10 p.m.