

**Curriculum Committee for the 2024-2025 Academic Year**  
**Minutes (TS & SM)**  
**November 14, 2024**  
3:10 – 5:00 p.m.  
Zoom

1. **Call to Order**
2. **Approve** November 7, 2024, minutes – Changes by Susan. Ben motioned and Paul seconded; and motion passed to approve the minutes.
3. **Chair's Report/updates** - Tim attended EC meeting on 11-13-2024. They asked about our progress on the two Fall Quarter of 2024 Charges to FSCC and I mentioned that we would be discussing both charges, today, as shown below in (5a) and (5b). Although I didn't promise language until we hear back from FSCC members, they were pleased to find that we might have some drafted language for hybrid courses as early as today's meeting (11-14-2024) and there is potential to formalize it by the end of next meeting (11-21-2024). They were excited to hear that we've been working with the support of the Registrar (Arturo's Team) and that IF we have drafted language and voted upon by 11-21-2024, this could be placed on the Faculty Senate December 4<sup>th</sup> meeting agenda. They were also pleased to hear about updates to the Curriculum Deadline Table, 5b item, and how it was 'shaping up.' Lastly, they reminded me that there were templates for Chair Reports due about every other Faculty Senate Meeting...and they'd be happy to hear from me on that. (Ben asked if the Faculty Senate still needs 2-week advanced notice, and Tim acknowledged this was the standard procedure, and Faculty Senate confirmed that the 12/4<sup>th</sup> meeting complied with this timeline.)
4. **Discussion** PHYS 513 – Bruce Palmquist - <https://www.cwu.edu/academics/specialized-programs/college-high-school/information-for-instructors/index.php> - Bruce discussed potential students who would take PHYS 513 course that would be excellent in-service and pre-service teacher candidates for Physics College in the High School. This course AND College in the High School Physics (CiHS-Physics) in provide different pathways for a variety of degree combinations for choosing good candidates to teach for CWU. A professional development course has been provided in support of 'first time' CiHS-Physics BUT this PHYS 513 would be a more comprehensive approach to 'on-boarding' undergraduate college seniors, graduate students, or practicing teachers who already have MS degrees. Lacy asked about the potential for 'layered courses' and Bruce mentioned the U-Teach model in SMEd, where there are 3 pathways for layered courses (1) undergrad/grad courses (2) professional development, and (3) clock hours. Bruce said that PHYS 513 COULD provide opportunities for in-service and pre-service teachers together, which could/would be an ideal opportunity for mentoring. Bruce and Tim discussed that a few courses for undergrads and grads also support existing courses STP 309 – Research Methods, STP 307A – Functions and Modeling, and STP 542 – Teaching STEM in the 2-yr college. Mike G. mentioned his initial concerns that there was an apparent disparity between teaching through CiHS and at CWU. He said CiHS practicing teachers with Master's in Teaching and with a general science endorsement became adjunct Physics professors. And he mentioned there are four routes to teaching CiHS-physics without any physics background. Bruce and Tim provided examples where having the content knowledge from teaching science courses along with having skill set from teaching met the criteria for teaching CiHS-physics. Erika, who is a liaison within CAH for CiHS, said if someone takes this course, they are not guaranteed entry into CiHS as there is an application process. Furthermore, there is oversight including observation of all teachers and a summer institute.

5. **Work** on Faculty Senate Charges (pending context information)
- a. Consider clarifying the “hybrid” modality in CWUR 2-50-060(2). Consult with Mike Gimlin about implementing a possible Curriculog option for “hybrid”.
- For instance, should there be a minimum and/or maximum number of (or percentage of) in-person contact hours?
  - The Registrar’s website states that hybrid course must have [a minimum of 25% of in-person contact hours](#), although this language may change soon. Consult with Arturo Torres for more information.
  - VA Department requires that hybrid courses must meet once for at least 50 minutes in person (see “FSCC Charges – VA Hybrid Factsheet” for more details)
  - Rumors of courses that are officially “hybrid” but end up being entirely online
  - Are multiple categories of “hybrid” courses appropriate?

Proposed Language - Erika – More in-person and less online work. Lacy – 5 days a week with 1 reading day and 4 days of lecture. Flexibility is key. Not necessarily ONLINE but a ‘day of study’ that may or may not be online. Expectations between Art and History is meeting 5 hrs a week. Erika mentions that classes meet 4 days a week and a 5<sup>th</sup> day for studio work. Lacy meets 5 times a week... Mike said that any course type can make for a ‘hybrid’ can be 2 hours in a ‘lab’ and several hours in a ‘lecture’ modality... (Tim decided to participate in conversation and needed to stop taking notes, here. Taped conversation will be reviewed, here.)

Basic notes - Ben – minimum. Sayantani – a range of time and flexibility throughout the term. Kirk K - Flexibility from week to week is something that can make students really upset, especially those who are non-traditional. I think we need to be careful with that. Students build their schedules around where they need to be and when. Lacy – a minimum threshold could be a logical path forward.

Lacy - Hybrid courses have a minimum of one in-person meeting per quarter for each student. Course information in myCWU (or wherever they register) will specify the in-person scheduling pattern for the individual course.

Tim- Hybrid courses are a combination attend an in-person face-to-face meeting per quarter, for all students. Course information in myCWU (or wherever they register) will specify the in-person scheduling pattern for the individual course.

Integrated into existing language (This is the formalized language we ended with by the time FSCC meeting adjourned on 11-14-2024)- **Hybrid** courses contain a combination of required in-person meetings (on the Ellensburg campus or at one of the CWU centers or instructional sites) and online components (real-time online meetings and/or asynchronous content). **Hybrid courses have a minimum of one in-person meeting per quarter for each student for no less than 50-minutes.** Required meeting times for all face-to-face in-person and any required online meetings will be listed in the schedule.

- b. Consider revising the [curriculum deadline table](#) to increase clarity. - **Didn’t get to it.**
- Perhaps run it by test readers who aren’t familiar with curriculum process to see how easily it is interpreted? **(DONE)**
  - Reorganize columns in chronological order? **(DONE)**

- **Reorganize sample flow-charts for programmatic and curricular paths with a January 10<sup>th</sup> roll-out deadline. (Paul & Tim)**

Context: The following feedback was given about the curriculum deadline table: The table that outlines curriculum deadlines for new course proposals, Gen Ed proposals, and other types of proposals is laid out in a very counter-intuitive way that makes interpreting the submission deadlines challenging. I'm not sure whose purview this table falls under, but I urge the committees that oversee curriculum processes to review and revise this table for increased clarity, and run it by some test readers who are not as familiar with curriculum processes, to see if these readers have difficulty interpreting portions of the table. For example, the row for Gen Ed proposals does not specify when the proposal originator must submit the proposal; it only says when the proposal needs to reach the desk of the Gen Ed committee. There are headings buried in the table that only apply to some of the rows, such as "due to Gen Ed" and "due to ADI". The columns for different types of deadlines are not laid out in chronological order, or even in reverse chronological order, so a reader could easily miss the essential initial deadline for submission.

Did not get to this part of the agenda.