

MINUTES OF
UNIVERSITY COMMITTEE ON CURRICULA

September 4, 2024

Present: N. Bird, M. Chian, C. Christopher, D. Cornish, G. Gould, C. Heinzl, D. Heistad, C. Holcombe, B. Kanago, R. Kidwell, M. Kline, C. Nedrow, H. Porter Occena, E. Renfro, S. Riehl, J. Schraffenberg, A. Shafer, K. Warren

Absent: N. Lehman, J. Ophus

Guests: M. Balong, M. Clayton, R. Dada, B. Forsyth, E. Jennings, D. Mollenkopf, C. Mulholland, R. Rinehart, J. Stichter

The meeting was called to order by D. Heistad at 3:00 pm in the Presidential Room

I. Welcome & Introductions

D. Heistad welcomed all present and thanked everyone for their time and work for this committee. She made everyone aware that a chair needed to be elected. S. Riehl moved, N. Bird seconded to nominate D. Heistad as the UCC chair. No objections or other nominations were made by the committee, and D. Heistad was voted unanimously as UCC chair.

D. Heistad reviewed the UCC scope of duties.

II. Curriculum Review Procedures for Interdisciplinary Course Proposal

S. Riehl moved, N. Bird seconded, to approve the Interdisciplinary course proposal.

Agenda Items – Course

- LIBRARY 1100: AI, Algorithms, and (Y)our Future (added)

S. Riehl mentioned that during the pre-meeting, LIBRARY 1100: AI, Algorithms, and (Y)our Future, was not on the consent agenda because it's a new course. S. Riehl went on to say that there were no issues with the course.

Chair Heistad called for a vote on the motion to approve the Interdisciplinary course proposal. The motion passed unanimously.

III. Curriculum Review Procedures for Educator Essentials and Professional Experiences

S. Riehl moved, N. Bird seconded, to approve proposals from Educator Essentials and Professional Experiences.

D. Heistad explained that each teaching major that will come to UCC in the upcoming meetings will include Educator Essentials and Professional Experiences, which means that today the committee will be approving a “program” that’s a component of the major.

S. Riehl mentioned that there is a lot of renaming of courses, but no specific issues were noted for the new courses. S. Riehl wondered about the ‘additional information’ from the justification that was added to the Educator Essentials program.

B. Forsyth explained to the committee that the new Educator Essentials program and Professional Experiences has been in the works for over two years – there was an official charge given to teacher education by the Deans and the Provost Office that there needed to be a curricular transformation. B. Forsyth went on to say that the curricular transformation was used to span four different parts of all teacher education majors – the methods coursework, clinical experiences, the professional sequence (which is now called Educator Essentials), and the content instruction.

B. Forsyth said that what came to fruition was the fact that their methods courses and clinical experiences needed to be combined. Instead of having three pre-student teaching experiences, now there will be two. Additionally, the methods coursework needed to be aligned better with what is required in the state code. B. Forsyth went on to say that the professional sequence (Educator Essentials) was reduced by one credit, and now follows the UNIFI type model. Instead of seven classes there are now six categories where each category needs to be fulfilled by completing one course in each category. Additionally, all teacher education majors now have a limit on how much content they can teach to ensure programs are not exceeding state requirements by more than 9 hours. B. Forsyth explained that he worked with each department to re-work their program, and then it went to the teacher education curriculum committee for review.

S. Riehl told B. Forsyth that using the UNIFI model adds flexibility, but went on to say that no courses have prerequisites which is a tradeoff. S. Riehl mentioned that the limit on content hours is a faculty concern. S. Riehl noted that it’s time to make a change to the professional sequence, however, she didn’t like the fact that this is telling departments what they should be doing within the content of their programs, and that would take more discussion than what the committee is prepared to do today.

M. Clayton responding saying the program content is not on today's agenda, but each program will come in future meetings. S. Riehl explained that she doesn't believe the bullet point on the justification related to limiting the content within 9 hours of the state requirements is enforceable. B. Forsyth indicated all departments have complied with the content hours. H. Porter Occena indicated that her department is already cutting hours and courses in their teaching program, but it has been difficult and that students under this new program are not going to be getting as much teaching preparation in specific areas. S. Riehl added that if Educator Essentials, professional experiences, the program content, and UNIFI fits within the 120 hours, that's great but you shouldn't limit the departments. S. Riehl went on to say that without more faculty involvement, she doesn't feel comfortable approving if the limit of 9 hours is on the table. S. Riehl suggested that the committee doesn't approve the bullet point in supporting documents, instead, the committee will approve the list of classes for Educator Essentials that are going to be appended to the teaching programs.

D. Heistad explained to the committee that we are voting on Educator Essentials and professional experiences – the 9 hour rule is a part of the work that was done with teacher education, and what is brought forward today is the result of that process. D. Heistad told the committee that she believes the program lengths will vary across the catalog, and it will include opportunities to double-dip in UNIFI. D. Heistad mentioned that she is relieved that all programs are going to be in compliance of the 9 hours. S. Riehl and H. Porter Occena questioned the difference between the departmental requirements compared to the state requirements. B. Forsyth responded saying that there's a difference from the state requirements.

M. Clayton proposed that in the justification document they remove the references to content because it's not relevant to what's on the table today. S. Riehl indicated she didn't want the content hour limit to be on the table today. S. Riehl told the committee that she believes they're approving classes rather than someone's justification – stating she doesn't want to be held to that rule later on.

A new motion was called to amend the initial motion, to remove the bullet in the justification for the Teacher Education Curriculum Transformation document that references all teacher education majors are to stay within 9 credits of content required by the state, as that is not an enforceable bullet and is not on the table for today's vote. R. Kidwell will remove that bullet from the attached justification on the Educator Essentials program.

S. Riehl brought up a concern with transfer students, saying most of the time there's no UNIFI courses left for them to take by the time they register. S. Riehl wondered how the Educator Essentials courses are going to be offered with the number of seats needed. B. Forsyth explained that a lot of the courses will be housed in Educational Psychology, Foundations, and Leadership Studies – that department was

already offering multiple sections of courses for the previous professional education sequence, so they know they have capacity. Additionally, the way they've packaged the program should help with some scheduling issues.

Agenda Items – Educator Essentials Courses

- ARTED 4600: Expressive Learning Assessment
B. Kanago asked if the department wanted junior standing to be listed as a prerequisite. B. Forsyth said they've asked for junior standing to be taken off for all prerequisites and co-requisites for every course listed in Educator Essentials.
- LRNTECH 3600: Technology, Pedagogy, and Learning in the Digital Age
B. Kanago mentioned that the budgetary explanation isn't completed. R. Kidwell corrected this in Leapfrog.
- EDPSYCH 1500: Reflections on Learning
- EDPSYCH 2068: Development and Learning in Sociocultural Contexts
J. Schraffenberg said this course will be proposed as a UNIFI course, and doesn't foresee there being any issues with it being accepted into UNIFI. J. Schraffenberg went on to say that EDPSYCH 2068 will replace the EDPSYCH 2030 Dynamics of Human Development course in UNIFI.
- EDPSYCH 2100: Creativity and Higher Order Thinking in the Classroom
B. Kanago told the committee that this course is replacing EDPSYCH 3148, but EDPSYCH 3148 wasn't proposed to be deleted. B. Forsyth said that it would need to be removed, as it's not being offered. R. Kidwell explained that it could be dropped next cycle in case there are any students in the transition that need the course.
- EDPSYCH 3200: Deeper Motivation and the Highly Engaged Classroom
- EDPSYCH 3300: Level Up: Gamified Learning Environments
- MEASRES 3510: Assessment for Learning
- SOCFOUND 2243: Rethinking the Learning Society: Education and Its Future(s)
B. Kanago brought up the budgetary explanation and suggested changing what was provided. R. Rinehart said the department would like to offer a wider variety of courses that still involve these topics, they want to try and meet that through a different variety of needs and courses. D. Heistad asked R. Rinehart if that would be described as a reassignment of existing faculty. R. Rinehart replied yes and said they won't need to hire anyone. B. Kanago requested that the department add

that budget explanation on the other SOCFOUND courses proposed. R. Kidwell will adjust the budgetary explanation on all the new SOCFOUND courses.

- SOCFOUND 2334: Education Policy and Politics of Education
- SOCFOUND 3334: Education, Power, and Change
- SOCFOUND 3434: Social Movements and Education
- SOCFOUND 3519: Teacher Leadership & Educational Change
- RTNL 3360: Playful Learning and Project-Based Experiences: Techniques for Educational and Recreational Environments
- SPIE 3140: Interdisciplinary and Intersectional Study of Education for All
- TEACHING 3177: Collaborative Partnerships for Educators
- TEACHING 3500: Effective Teaching through Differentiation, Technology and Assessment

Agenda Items – Professional Experiences Courses

- EDUC 2300: Teaching Methods I: (Topic)
- EDUC 2400: Teaching Internship I: (Topic)
- EDUC 3500: Teaching Methods II: (Topic)
- EDUC 3600: Teaching Internship II: (Topic)

B. Forsyth explained that under the previous model they had three field experiences and depending on the major, additional coursework that went with it. Creating these EDUC courses allows them to show that for all the methods courses there is some standardization, but there is also flexibility. Because it's a topics course, majors are able to label it with their own topic.

S. Riehl questioned how a department is going to staff a methods and field experience. B. Forsyth replied saying in the old system, the early methods and clinical experience was being put on by the Department of Teaching, and the department will continue to offer broader methods and clinical experiences for those that want it. They also created the courses to be two to three credits so there is more flexibility.

R. Kidwell mentioned that she talked to B. Forsyth about making these courses repeatable on different topics, since students in multiple teaching majors need to do a methods course for each major.

Chair Heistad called for a vote on the motion to approve the Educator Essentials and Professional Experience proposals, with the notation that the second to last bullet on the Educator Essentials justification attachment is not enforced. The motion passed unanimously.

IV. Curriculum Review Procedures for Wilson College of Business

B. Kanago moved, S. Riehl seconded, to approve proposals from Wilson College of Business.

Agenda Items – Program

- BUSTCHG-BA: Business Teaching Major (edited)

D. Heistad brought to attention how the EDUC Methods and Internship courses have been added to the program which will be a change to all teaching majors this cycle. S. Riehl explained how the UCC committee doesn't have easy access to what the state requires, which doesn't help them when checking whether or not it's within the nine hours that Teacher Education is requiring. D. Heistad said the committee will have to rely on the consultations. D. Heistad assumed that faculty would ask questions if the total hours go up.

Chair Heistad called for a vote on the motion to approve the Wilson College of Business proposal. The motion passed unanimously.

V. Next Meeting – Wednesday, September 11, 3:00 pm, Presidential Room, Maucker Union

Discussion of College of Social and Behavioral Sciences proposals

The meeting adjourned at 4:16 p.m.

Respectfully submitted,

Ava Shafer

Office of the Registrar

cc: UCC

GCCC

Guests

Record Analysts