

MINUTES OF
UNIVERSITY COMMITTEE ON CURRICULA
September 20, 2023

Present: N. Bird, C. Christopher, M. Fienup, G. Gould, M. Hecimovich, C. Heinzl, B. Kanago, R. Kidwell, M. Kline, N. Lehman, C. Nedrow, P. Pease, H. Porter Occena, S. Riehl, A. Shafer, B. Warby, K. Warren

Absent: J. Ophus, J. Schraffenberger

Guests: R. Dada, B. Forsyth, K. Scholl, K. Droe

The meeting was called to order by Chair Pease at 3:00 pm in the Presidential Room

I. Welcome

Chair Pease welcomed all present.

II. Approval of Minutes – September 13, 2023

M. Hecimovich moved to approve the September 13, 2023 minutes. S. Riehl seconded.

Chair Pease asked if there were any corrections or additions to the minutes. Hearing none.

Chair Pease called for a vote on the September 13 minutes. Motion passed unanimously.

III. Curriculum Review Procedures for the Department of Health, Recreation & Community Services

M. Hecimovich moved, S. Riehl seconded, to approve the Department of Health, Recreation & Community Services program proposal.

Agenda Items – Program

- GLHLTHDIS-CERT: Certificate in Global Health (edited)

M. Fienup stated that the elective ANTH 3102 has a prerequisite. S. Riehl added that the course needs an asterisk to indicate the prerequisite. R. Kidwell will add the asterisk and footnote to ANTH 3102 to note the prerequisite. K. Warren mentioned that the Sociology, Anthropology, & Criminology Department offers courses that would fit well as electives in this certificate. M. Fienup mentioned if the courses have lots of prerequisites they may not make sense as an elective option. K. Warren went on to say the Introduction to Human Rights course SOC 1070 doesn't have a prerequisite. K. Scholl said she would consider adding the Introduction to Human Rights course as an elective in the certificate.

Chair Pease called for a vote on the motion to approve the Department of Health, Recreation & Community Services proposal. The motion passed unanimously.

IV. Curriculum Review Procedures for the Department of Special Education

M. Hecimovich moved, S. Riehl seconded, to approve proposals from the Department of Special Education.

Agenda Items – Course

- SPED 3210: Instruction and Assessment for Deaf or Hard of Hearing Students (added)

M. Fienup mentioned there is not a syllabus, rather a list of topics mandated by the state. B. Forsyth said SPED 3210 has never been taught, so they wanted to show evidence of what was going to be in it. The department has worked closely with the Board of Educational Examiners on the course. When the course gets approved they will take it to the State Board of Education to get it approved once more. B. Forsyth went on to say the department had to create this course specifically for the Deaf or Hard Hearing minor.

Chair Pease called for a vote on the motion to approve the Department of Special Education proposals. The motion passed unanimously.

V. Curriculum Review Procedures for the Department of Curriculum & Instruction

M. Hecimovich moved, S. Riehl seconded, to approve proposals from the Department of Curriculum & Instruction

Agenda Items – Programs

- EDGIFTED-CERT: Certificate in Education of the Gifted (deleted)

R. Dada stated that the Certificate in Education of the Gifted is a program that hasn't been offered in many years. P. Pease said he appreciated the decision to remove the certificate in order to clean up the Catalog.

- EDTECH-MINOR: Education Technology Minor (deleted)

R. Dada said that the minor hasn't been offered for several semesters. P. Pease asked if the minor ran as a cohort or opt-in. R. Dada confirmed that it ran as an opt-in.

- PURPPATHELED-BA: Purple Pathway for Paraeducators (added)

R. Dada explained that the Purple Pathway for Paraeducators first cohort started in 2022 and was designed to facilitate paraeducators getting their license as an elementary teacher with a Special Education endorsement. It was built in an accelerated model, working with bundles of courses. It makes use of courses offered in the evenings, on the weekends, and includes fieldwork. The activities students

engage in during the day are a part of the discussion in the class. It mirrors their Elementary Education and Special Education programs.

B. Kanago mentioned that the 8-hour courses are longer than normal and questioned if the summer sessions had more in-seat hours. B. Forsyth stated the hours throughout the year are counting towards the student's coursework, while also counting the summertime as internship time. It's ultimately run on the internship model which is 60 hours per credit. B. Kanago said there were concerns about giving 8 hours of credit for courses where the seat time didn't match up. B. Forsyth mentioned that the majority does match up when including the internship hours. An internship needs to have supervision, feedback, and some amount of 'seat time'. S. Riehl wondered if the instruction time online was asynchronous or synchronous. R. Dada answered that it was synchronous.

S. Riehl went on to ask the department if students have to be a paraeducator for a few years before starting this program. B. Forsyth said the department needs a strong recommendation from the supervisor or principal in order to get admitted into the program. Stating, that this only works if there's a strong partnership with the school. The department is looking for the most qualified paraeducators out there and are hoping to run 25 paraeducators per year.

S. Riehl asked about the only prerequisite for each course being admittance into the program, and wondered what would happen if a student fell off and missed some courses. R. Dada said the faculty often extend students time to complete the course and if anything, the students are able to pick back up the next year. S. Riehl questioned whether or not it was worthwhile having a prerequisite stating that students have to get through a specific lower level course in the program order to move onto the next. B. Kanago added that the prerequisites could be 'consent of instructor'. B. Forsyth said they've run into problems with their teacher education major and minor students going through the program in a timely process because they're over sequenced. B. Forsyth said they can look into the suggestions provided.

M. Fienup wondered if the students taking this program would be held to the foreign language university requirement. R. Kidwell said students in the program would be held to the foreign language requirement. B. Forsyth mentioned that the department did a blanket waiver on the foreign language requirement. R. Kidwell explained that the waiver would have to go through the Provost Office or student requests could be submitted. P. Pease said that waivers of foreign language have been conditional, based on the program and what online offerings are available. Stating it needs to be looked at on case by case basis. M. Fienup went on to question the residency university requirement and if online courses count towards

that. R. Kidwell said to meet the residency requirement, students just need 32 hours in their junior/senior year at UNI and that this program would meet that requirement.

S. Riehl asked how they plan to judge the effectiveness of the program. B. Forsyth said they had to get Board of Education approval. Any course fully online has to go through the full approval. The program has its own major code and may require its own APR. P. Pease mentioned that because this program leads to an existing degree (Elementary Education), the content is the same and so are the outcomes, it's a repackaging of existing coursework in different bundles of coursework. Stating it isn't being treated as a new program, however because it is an online program, there is board oversight. P. Pease went on to say, the question of the program having its own APR is an open ended one and suggested that the department clearly discuss within the APR the different ways the degree can be earned.

S. Riehl questioned a sentence found in each course proposal stating that the program needs to be a part of strategic thinking, particularly beyond the preparation of elementary and special education teachers. S. Riehl wanted to know if there were more plans and asked for clarification. R. Dada said there were conversations about having a Purple Pathway for Middle Level Education or Early Childhood. The department continues to think about the model.

B. Kanago said there seems to be a prerequisite for most of the courses that students are required to be teaching at that time. B. Kanago asked if that was assumed under 'admittance to the program,' and suggested clarifying the expectations. P. Pease suggested that the department work with R. Kidwell to adjust the language.

P. Pease asked the UCC Committee about the previous concern regarding prerequisites and wondered if it was a suggestion or a request to change. S. Riehl said the prerequisites are listed on the courses. B. Forsyth said they've tried to make the program so the students see it has one holistic bundle and stated that some courses may not need a prerequisite. S. Riehl went on to question how the department plans to handle a student missing a course or semester. B. Forsyth said they like the idea of it running every year so there's a less of a pause. The reason some students haven't done well in field experience or student teaching often comes down to maturity or disposition issues. B. Forsyth went on to say that throwing students right back into the program isn't always the best option, instead having them take a pause before starting again can allow them to better succeed.

Agenda Items – Courses

- ELSPED 3115: Schooling and Inclusive Education in the 21st Century (added)

R. Kidwell brought up each course description listing session 1, 2, etc. and wondered if the department wanted to remove that so the course isn't being held to a specific session number, in case the session sequencing changes in the future. R. Dada said the reason it was in the description was to indicate to student's that there is a pathway. R. Kidwell said we typically don't put offerings in the description. R. Dada is okay with removing indications of which sessions the course is from the course description.

- ELSPED 3116: Child Development and Integrated Arts, Media, and Early Literacy (added)
- ELSPED 3117: Inclusive Classroom Environments and Learning Assessment (added)
- ELSPED 3118: Learning Motivation, Behavior Support, and Reasoning Skills (added)

P. Pease wondered if the ELSPED 3116, 3117, & 3118 courses should keep the prerequisite saying 'declared or admitted into the program' or be changed to 'completion of session one' or something else. B. Forsyth said he worries about the students that haven't completed the prerequisite. Professors have been willing to do an incomplete so student have more time to complete a certain course. With that, B. Forsyth questioned if an incomplete would make it so students couldn't move onto the next course. M. Hecimovich wondered why it would be an issue if a student had an incomplete for ELSPED 3116, and started ELSPED 3117 but were still working on 3116. S. Riehl said students can enroll in the subsequent course before completing the prerequisite course. B. Forsyth indicated the Office of Distance Education helps with registering students for these courses.

B. Forsyth said that ELSPED 3117 is where they have their supervision check, so it may become a gateway. R. Dada said it was an efficient way to allow students to continue their practicum work while still studying. R. Kidwell recommended leaving the 'declared into the Purple Pathway program' prerequisite on, otherwise any student could register for these courses. P. Pease stated that the department could always change the prerequisites later.

B. Kanago brought attention to an error in the ELSPED 3118 course description. R. Kidwell will make the edit.

- ELSPED 4115: Engaging in Integrated Science, Methods of Teaching Science, and Math Reasoning Part 1 (added)
- ELSPED 4116: Engaging in Integrated Science, Methods of Teaching Science, and Math Reasoning Part 2 (added)

S. Riehl asked if these courses were offered in the summer session and whether it was 12- or 24-weeks total. B. Forsyth stated that the course is 12 weeks long. R. Dada said ELSPED 4115 & 4116 are the summer sessions.

- ELSPED 4117: Differentiating Literacy and Social Studies for All Students (added)
- ELSPED 4118: Differentiating Math for All Students and Differentiation Practicum (added)

There were no questions or concerns from the committee about the ELSPED 4117 & 4118 courses.

- ELSPED 4120: Transitions: Education and Post K-12 (added)
- ELSPED 4121: Health and Fitness for Elementary Teachers (added)

R. Kidwell asked if ELSPED 4120 needs the co-requisite of student teaching added since the course description mentions this course is taken with student teaching. B. Forsyth confirmed that the student teaching co-requisite is needed. R. Kidwell will add the co-requisite. P. Pease asked if students would need to complete the other courses before student teaching and wondered if students weren't allowed to have any incompletes in order to student teach. B. Forsyth said that there may need to be a prerequisite stating 'completion of all courses' for ELSPED 4120 & 4121. B. Forsyth will reach out to R. Kidwell to confirm if additional prerequisites are needed.

R. Kidwell recommended removing the "offered during winter break" statement in the description. The course descriptions should only reference course content.

Chair Pease called for a vote on the motion to approve the Department of Curriculum & Instruction proposals. The motion passed unanimously.

VI. Next Meeting – Wednesday, October 4, 3:00 pm, Presidential Room, Maucker Union
Discussion of CSBS Curriculum proposals

The meeting adjourned at 4:00 p.m.

Respectfully submitted,

Ava Shafer

Office of the Registrar

cc: UCC

GCCC

Guests

Record Analysts