**Curriculum Committee**

Friday, February 22, 2019

**Present:** Larry Shrewsbury, Laura Jessup, Emily Miller-Francisco, Anna Oliveri, Michael Stanfill; MaryAnn Neely, Tiffany Thom, Jody Waters, Patrick Stubbins

**Guests**: Younghee Kim, Susan Faller-Mitchell

The meeting began at 1:32pm.

The minutes from the February 15th meeting were accepted.

**EDUCATION**

Younghee Kim and Susan Faller-Mitchell discussed the proposed changes in Education. Kim said the Early Childhood Development redesign is overdue and has been in consideration for a number of years. She said when she got to SOU we followed the previous program, which worked with community colleges, following their titles and topics. It was a minor at first and we worked closely with RCC on articulation. In 2001 RCC was starting their Associate’s program and we knew that they would want their students to be able to continue. Around 2010 the modality of the degree moved online. The teachers interested in this program tend not to be as interested in attending in-person, they are teaching during the day and taking classes in the evening. This led to a lot of issues with communication. With the move online we started to use video clips and other interactive tools, and we’ve gotten better and better at offering it this way. It has been operated as a degree completion program, so we don’t have 100 or 200 level courses, but we are highly articulated with other institutions. When students come to us with their coursework, some of the course titles are exactly the same as what they will be taking from us and they ask if they need to take it again. We clarify for them that it’s new content and they do need to take these courses. Now at the state level more people are paying attention to the importance of early childhood, which is considered the most important time of human development. Traditionally, the discipline has been somewhat neglected. By pay scale, it has been on the same level as working at McDonalds. There is a critical shortage, not only in Southern Oregon, but around the state, of quality early childhood teachers. Head Start programs and other early childhood institutions lose a lot of their people to McDonalds and other restaurants. Now it’s getting more attention and support. The United States ranks lower than many other countries, but it is awakening to the importance of early childhood education. Kim said the program is excited about the redesign, and has worked on it with other agencies in the community at the state and local level, including several community colleges. She said the program has worked with instructors for over a year to get to this place. She said approximately 80% of our Early Childhood Education courses used to be 400-level courses, so we’ve brought some down to 300-level.

Kim said the instructors in the Early Childhood program are mostly non-traditional faculty members. There are seven adjunct faculty who teach in this program; they’ve worked in the profession for years and bring a lot of field-based experience. They’ve also been teaching courses online for years. She said the program has combined some courses into bigger courses and adjusted some to provide a deeper level of understanding on certain topics. She said some courses are changing based on updated research. She mentioned proposed new course ECD 370, Valuing Diversity in Early Childhood Education, and said the program didn’t previously have any diversity classes, so they’re trying to bring more multicultural issues into their curriculum. She said the program is also putting more focus on whole-child development and Adverse Childhood Experiences (ACES). She said we have a lot of parents and children coming with high risk factors. She said the proposed new course ECD 360, Infants, Toddlers, and Family Development was a topic previously neglected, so the program is trying to bring that focus in. She said the program will take the next few years to see how these changes work and do what they can to make improvements.

Shrewsbury said regarding the seven adjunct faculty who have been teaching these courses for quite some time now are a lucky find. Kim agreed and said she teaches early childhood as well as other courses, and there are a few other faculty members who teach a course or two in that field, but otherwise we rely on adjuncts.

Thom asked what is happening to the old ED courses that are crossed out but not proposed to be suspended or deleted. Kim said some will become elective options. She said the program has some Psychology, Nursing, Communication, and other students taking some of these classes. The classes have been filling up and the program knows which topics are popular. Thom asked if she understood correctly that some will no longer be offered but some will be electives. She asked why in that case has a new subject code been proposed. Kim said the program wanted to come up with more current and more comprehensive courses, which are more needed for those hoping to work in the field. She said some courses are being combined, and some major courses are being let go. She said the program will not offer some, but other courses that are part of the ECD minor the program wants to keep. Some students don’t have any background in early childhood so we want to have courses for them.

Neely said there are students who are currently in the Early Childhood Development major that the program will need to teach out, so the crossed out courses will still need to be taught. Kim said yes, that’s the most exciting and scary part of the program’s advising nightmare. One option was to continue to offer the previous courses and introduce new courses. The other option was to have students take the new combined courses. It will be challenging for advising. Kim said according to the Director, John King, because of the numbers the first option will be much harder to offer. In terms of existing students, she said the program will have to do individual advising. Ayers asked if the ECD subject code is to differentiate ECD students from others in the Education program. Kim said ECD is brand new and the program has a lot of Elementary Education major students who are not in the licensure track. Other students are taking ECD courses for their minors or as electives. She said sometimes it gets confusing for them, thinking some of these courses will fulfill their Elementary Education requirements.

Neely said that generally speaking, subject codes are not used to separate modalities. She said it’s a reporting issue, and she would be against adding a new subject code as proposed. Kim said it might be possible to offer these courses under the ED prefix, the program would have to play with the numbers. Waters said she thinks the purposes the program is trying to achieve are attainable without changing the subject code, which would create more problems than it will solve. Thom said a new subject code would make for very messy data, and added that none of the other majors have specific subject codes. Waters said she thinks it would be a mistake to create the ECD subject code. Faller-Mitchell said the program can work on the numbering to make sure there’s no problem using the ED prefix. Kim said the numbers for ECD were arranged to make it clear the best order in which to take things, but we can work to find numbers that will still make that clear.

Faller-Mitchell said Education currently has the ED 409 capstone, and one of the changes proposed is to separate the capstone so there’s a unique course for the ECD students. Waters said one way to handle that would be creating new courses. Faller-Mitchell said the program has been using 409A and B for Elementary Education. Kim said we’ve been using ED 409 for both Elementary Education and Early Childhood Development and it has been confusing for students. Neely said we could put different restrictions on different sections to solve this. Banner would prevent students getting into the wrong section. Kim asked if students would know which one to enroll in. Thom said Banner wouldn’t let them register for wrong one based on their major. Kim said that sounds like it would be good. Neely said it’s possible to use the same number with different sections that have different restrictions. Thom said she can work with the program’s scheduler to put the right restrictions on the right courses. Kim said she’s not married to the idea of having separate subject codes, it was just easier to have the ECD courses lined up in order. Waters said the goals of the program are absolutely attainable without creating a recording nightmare.

Kim asked if the way to proceed would be to use some of the unused ED numbers and just list them as WWW on the schedule. Neely and Thom nodded. Ayers asked if there is a listing where people can see available numbers in different prefixes. Thom said yes, she can compile a list of available numbers in the ED prefix.

Neely asked about reducing the requirement for ED 309 in the ECD major to 1 credit. Kim said some students transfer in with different capstone credits. She said ED 309 will be offered for 1,2, or 3 credits each term. Neely said in trying to add up credits in the major she only comes up with 7 practicum credits, but the requirements up top specify 12. Kim said students have to take 6 credits of ED 409, Practicum. If they come to us with 5 credits of practicum they would then have to take 1 credit of ED 309. If they come to us with more than 6 credits of practicum they won’t have to take ED 309 at all. She said the program wants to require all ECD graduates to have 12 credits of practicum minimum, with at least 6 of those credits from us. If students come with an AA or AAS degree they will have had at least 6 credits of practicum already, then they have to take 6 with us. Waters asked if students understand this. Kim said yes. Waters said she thinks she understood Kim’s explanation, but the catalog didn’t seem to be saying the same thing. She said it sounds like two requirements: one is that they come with a certain level of practicum experience, then a separate requirement that they take 6 credits of ED 409. Kim said the program is working with at least 14 other articulated institutions and it gets quite complex. Waters said she thinks it’s a separate requirement. Kim asked if requiring ED 209 would be better. Faller-Mitchell said that might be one way to address the issue, it would allow people to have those courses transfer. Waters said she is not convinced that’s the best approach. Kim said so far it’s been working fine having ED 309 as the additional practicum these students need to take. Neely asked if it would be okay simply to say students need 12 practicum credits including 6 credits of ED 409, so any other practicum that adds up to 6 credits is fine. She said it has been a problem with DegreeWorks when we try to have lower division credits count toward the upper division major requirements.

Ayers asked if it would make sense to have someone help the program with these issues and have them come back before the Committee later

Kim asked if it is clear enough to say 12 credits of practicum required, including 6 credits of 409. Neely said yes, as long as we could identify all practicum credits. She suggested a course attribute might be one way to approach this.

Neely said it sounds like the best approach will be to take this back to the program to clarify. Ayers said it really validates the work of the program when it comes back and gets approved rather than hashed out here.

Kim said things get quite complicated because students are coming to us in many different ways. Neely said we don’t build the catalog for transfer students, and it’s not just the Education program that encounters these issues, but it can make things hard for students.

[Waters left]

Jessup said she recently had a student in an advising session show her a flow sheet from another institution that plotted out exactly what to take to graduate as a 4 year student, and there was also a flow sheet for transfer students. She said this seemed like a good approach. Oliveri said Chemistry has the same kind of thing for their students.

Faller-Mitchell asked if the Committee had any questions on the Elementary Education changes that were proposed. She said the program proposes to change the name of the Elementary Education major, and also wants to move some courses from the 400 level to the 300 and 200 level.

Ayers said a lot of the Elementary Education changes appear to align with the goals of Oregon HB 2998, which deals with transferability, and asked if those considerations were behind some of the proposed changes. Faller-Mitchell said yes. Ayers asked if there has been any conversation about getting higher approval for the major title change. Neely said another university in the state has an Education Studies major, so making this change might make it look like we’re competing with that program.

Stubbins said Waters would definitely want to ask about how the outcomes and expectations will change for the courses that are proposed to be renumbered. Jessup said when she was looking at the syllabi for the proposed new courses it was hard to see the difference between 300 and 400 level courses. Faller-Mitchell asked if it would be acceptable to say that the numbers are changing in part to align the course numbers with the way the courses are being taught. Oliveri said the Committee sees that a lot.

The meeting ended at 2:26pm.