**Curriculum Committee**

Friday, March 22, 2019

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

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

The meeting began at 1:35pm.

The minutes from the March 15th meeting were accepted.

**EDUCATION**

Younghee Kim and Susan Faller-Mitchell discussed the proposed changes in Education. Waters said there have been several meetings to discuss the issues around creating a new prefix. She said that after a fairly long and dense discussion, it was agreed that the best solution is to create the ECE prefix.

Miller-Francisco said that there was also discussion about the proposal to change the title of Elementary Education to Education Studies when Education was being considered at the earlier Committee meeting. She asked about the status of that issue. Waters said that we have not heard anything to suggest this would be a problem, so the Committee can approve that change and if we later hear that there are issues we can bring it back for further consideration. Neely said this new title would necessitate a new major code, which can be problematic for students and advisors, and in DegreeWorks it can be a mess. Miller-Francisco said it looks like this would be much bigger program with more students. Neely said there can also be complications if students want to change the title of their degree to the new title rather than the title that was in the catalog they have been operating under. Faller-Mitchell said the only change in coursework that would affect people would be the addition of ED 251. She said she is not sure why a student would want to change the catalog year unless they just want to change the title of their degree.

Faller-Mitchell discussed the changes proposed to Elementary Education, which would change to Education Studies. She said that with regard to the addition of ED 251 to the requirements, the program’s curriculum committee decided it would be better to have a more foundational course to prepare students. She said the renumberings proposed are cleanup. She said the program’s committee decided that ED 473, 415, and 434 moving to the 200 level allows for direct transfers for students. Moving the other 3 courses down (ED 457A, 461, and 463A) aligns with the program’s aim to create better scaffolding for the program. Kim said having more 300 level courses will give the program a better balance of courses. Miller-Francisco said that dropping a course from the 400 level to the 200 level is a world apart. She asked if that really would be the same class at all. Faller-Mitchell said that originally the 400 level courses needed to match up with MAT or MED 500 level courses, but the content itself probably didn’t belong at the 400 level. Shrewsbury said it sounds like this would be more like a 300 level course moving down to the 200 level. Neely said Enrollment Services had to be really creative this year because they received many petitions coming from satellite schools asking for credit for these courses when the student had taken a 200 level class somewhere else. She said we have required students to take a separate 400 level course as part of the solution to this issue. Faller-Mitchell said that when she’s teaching some of these 400 level courses she integrates different elements. Oliveri asked if the objectives of the renumbered courses will be the same. Faller-Mitchell said there would be no significant changes to the objectives, they are still aligned to the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Teacher Standards and Practices Commission (TSPC). Oliveri asked why these courses were originally at the 400 level. Kim said when Elementary Education was created in 2007 there was some competition and the program really wanted to have an undergraduate licensure program, so a bunch of courses were created by split-leveling existing 500 level courses. Later, the program learned that not every student is ready for licensure, so they divided the program into a degree program and a licensure program. The content of the 10 methods courses were taught to the Junior-level students. The program has two different populations; many come from RCC and other satellite schools, and others are students who started at SOU and are now becoming Juniors. She said these are entry-level methods classes for students pursuing a teaching license.

Neely asked about the proposal to renumber ED 457A and 457B, which includes renumbering 457A to 457. ED 457 is a course which already exists, and the same is true for 463. Faller-Mitchell said the idea in both cases was to bring one of the courses down to the 300 level and leave the other at the 400 level without the letter next to the number. Thom said this would still be possible, the program could just find a different number. Faller-Mitchell said the program would identify new numbers for ED 457 and 463.

Kim said that several Early Childhood Development courses are moving from 3 credits to 4 credits with more up-to-date titles. Neely said it appears that students pursuing the minor can take courses from a variety of options, but this is not the case for students pursuing the major. She asked if that is the program’s intention. Kim said yes, we’re giving the minor students more options. Neely said for example it looks like a student pursuing the minor could take ED 440 instead of ECE 360, but majors don’t have that option. Kim said the program has many transfer students who bring in child development credits and the program works to make them count, so it actually sounds like it would be best to allow students pursuing the major to have the same options as students pursuing the minor.

Thom asked if non-majors will be able to take the ECE courses. She said they currently have no major restrictions. Kim said the program has been open for students in other majors to take their courses. The only issue is that sometimes students in the major aren’t able to get in because students in other majors want to take them. She asked if the first week of registration is still open to majors first. Neely said no, that’s going away. Kim said there are sometimes students in nursing or psychology who have taken these courses. She said the courses are valuable for anyone who will become parents; everyone planning to have children should have knowledge of child development. So far, the program hasn’t been saying no to anyone. Faller-Mitchell asked Kim if she thinks there will be any trouble having major students get into their courses. Thom said one option would be to restrict them to majors and add “or instructor permission.” Kim said the program used to do that, but it required a lot of individual student handling. She said the new prefix would help students in the program know what courses to take. Waters said it sounds like this is just a decision to be made, either restrict the courses or risk students in the major not being able to get in if too many non-majors take them. Kim said she wouldn’t want to restrict these courses. Oliveri said the program can see how it goes and make a change later if need be. Neely said fairly recently there weren’t accurate majors in Banner, now that we have accurate majors we can expect to see fewer individual issues.

Thom said the proposed new courses also include some 400 level classes with no restrictions, so a freshman could take them. Kim said K.C. Sam has been letting students know if they are signed up for a course for which it doesn’t appear they are prepared. Waters expressed concern about this process and said we don’t have a mechanism to keep a student out of a class if there are no prerequisites or restrictions. Faller-Mitchell asked if Junior standing would be better. Waters said that would help. She said she would encourage a review of course prerequisites rather than reaching out to students when they enroll in a course for which they may not be prepared. Kim said she thinks it is okay to occasionally have different majors in these courses, they bring in different perspectives and backgrounds. Faller-Mitchell asked Kim if she thought there would be any problem listing Junior status or above as a restriction. Kim said this might be an issue for students pursuing the minor.

Thom noted that for ED 450 there are no restrictions or prerequisites at all. Faller-Mitchell and Kim said ED 450 is related to ESOL and they weren’t the best people to speak to that course. Kim said ECE 490 and 495 should be taken by Seniors. The program wants them to take those courses at the end of their major. Waters said the course restriction issue should probably go back to the program for some consultation. Kim said our program has been listed as number three nationally for early childhood online programs in affordability and quality. She said the instructors are experts and have been in the field for years, and faculty members from Education don’t necessarily have the same education or background. Faller-Mitchell asked if being chair and coordinator of the program gives Kim the authority to manage these restrictions. Waters said she was just thinking that as a faculty member she wouldn’t have wanted someone to change the prerequisites on her courses without her input. Kim said it’s been a one person program for 20 years now so she feels this would not be a problem. Waters said that makes good sense. Oliveri said it sounds like the program would like to add Senior standing as a restriction for the capstone courses. Waters said it’s not just about class standing, but also what preparation the students have had. Kim said each student gets a program plan, and Capstone A and B has to be at the end. The program makes sure this is the case.

Faller-Mitchell asked what other programs do in similar cases. Oliveri said Chemistry has a series of courses students take and the order is managed through prerequisites.

Kim said the program would like ECE 490 and 495 to be restricted to Seniors who are ECD majors.

Miller-Francisco said that for ED 450, if it’s restricted to Juniors or above a Sophomore could get instructor permission if they want to take the course. Kim said she wonders if it’s an advantage for the program’s students to add restrictions. Thom said the program might be setting students up for failure if they let freshmen take a 400 level course. Miller-Francisco said other courses at the 400 level have Junior standing or above and she’s not sure why the program would want one to be lower. Waters asked if students are confused by some of this. Kim said usually not. Waters asked what if a student gets through their requirements quickly and wants to take the capstone. She said the program might advise taking capstone in last two terms, but it can’t keep a student from registering unless the courses have restrictions or prerequisites. Kim said the program would say no in cases like that. Waters said it would not be good to do that with nothing behind it. Thom said that adding restrictions and/or prerequisites protects the program.

Kim said the program would like to add ECD majors only for the capstone. Waters suggested they add something to clarify they could take the capstone only after completing the requirements. Oliveri agreed and said there should be some scaffolding. Miller-Francisco said the program also should be careful not to add prerequisites students might want to take at the same time as the capstone. Oliveri said it is best to get the chain of courses programmed in the system so students can’t take them out of order. Miller-Francisco asked if the program is only offering these capstones during certain terms. Kim said fall and winter for ECE 490 and winter and spring for ECE 495. Miller-Francisco said maybe this helps avoid some of the issues. Waters said philosophically, these questions shouldn’t be answered by trying to get around issues, it should be about what students need to have done before taking this class.

Kim said the Bachelor’s degree was created originally at a time when it was for degree completion and transfer students. The program takes their articulated courses and tell students what to do, so they have a program plan they’re following, which did not have 100 or 200 level courses. Oliveri said if the program has a sequence you suggest to them it doesn’t matter what the numbers are, but you need to get the path laid out so it’s in the system. Kim said so far we have junior and senior level classes. Neely asked if it is in the catalog. Kim said the program didn’t want to restrict the students, so it isn’t in the catalog. Neely said that would help. Kim said the program did have restrictions at one time but it’s a pain for the instructors. That’s why Sam has been doing what was mentioned earlier with regard to informing students when they sign up for a course they may not be ready for. It became a nightmare, so that’s why the program removed restrictions. It’s a non-traditional program that has different needs than others.

Faller-Mitchell asked Kim if saying senior status and ECE 350 would be better for the capstone. Kim said Capstone A and B should have to be ECE majors who are seniors. For other courses she said she would rather keep them open for students to take.

Faller-Mitchell said the course number for ED 457 could be 451, and 463 could be 469. Oliveri asked if that would also apply to the 300 level numbers. Faller-Mitchell said yes, so they would be 351 and 369.

The Committee discussed whether it would be ready to make a motion about the proposed changes in Education. Kim said the Education program has 65 students it will need to contact about this program change, so if the Committee is close she thinks it would be better to go ahead. Waters said she doesn’t think the committee has enough understanding of certain aspects of the proposed changes to vote today. She said ultimately taking the time to clarify what is being proposed and make sure it is both aligned with best curricular practices and fully agreed upon by the program before voting will be a better way of proceeding. The Committee chose not to vote and decided to revisit the proposed changes in Education during Spring term.

The meeting ended at 2:41pm.