

COE Curriculum Committee
Meeting Agenda
December 1, 2016
10:00 – 11:30
CEB 315A

Members in Attendance: Shaoan Zhang, Alice Corkill, Joseph Morgan, Lisa Bendixen, Joshua Baker (proxy for Tracy Spies)

Members Not in Attendance: Linda Quinn

Others in Attendance: Chris Clark, Jori Beck, Michael Nussbaum

1. T&L New Courses – Clark

a. CIG 663 (Clark)

Expanding course offerings for growing program and new faculty members. Adding a robustness to course offerings. Multicultural Curriculum Transformation to focus on working with public school teachers who start with a prepared curriculum and then transform it to support diverse students. Nothing like this in the college at the time.

Morgan (move), Zhang (second), Motion carries, 5-0-0

b. CIG 664 (Clark)

Focused on multicultural education and program development. Bendixen commented that this might be interesting to programs around campus. Clark indicated there is nothing like this on campus currently.

Bendixen (move), Zhang (second), Motion carries, 5-0-0

c. CIG 667 (Clark)

New faculty member's research area. Focused on Latinos and Latinas in education, and think it is important for current demographics and communities. Opportunity to explore and understand the current experiences of Latinos and Latinas in the US. Strong pedagogical appeal of course.

Zhang (move), Morgan (second), Motion carries, 5-0-0

d. CIG 778 (Clark)

Course focused on co-facilitating intergroup dialogue and making sure that students are able to work within diverse groups and ensure the ability to engage in dialogue. Focused on the ability to engage in complex dialogue in contextual school situations. Opportunity for students to take this class throughout the college and university as a lab credit. Preparing people to co-facilitate undergraduate dialogues. Potentially paired with teaching internship. Conflict management.

Zhang pointed out that the term practicum may imply field experience. Clark made a change in description to read practice-based to imply clinical approach, but not practicum experience.

Bendixen (move), Zhang (second), Motion carries, 5-0-0

e. CIG 793 (Clark)

Undergrads from gender studies program are entering grad programs in CSIME and interdisciplinary collaboration has led to the understanding that folks are using different language to talk about the same ideas. Desire for students to have a course focused on having these critical conversations. Broad course focused on critical conversations.

Bendixen made suggestion that class use transformative mixed methods approach. Clark agreed that students were picking up on that.

Morgan (move), Zhang (second), Motion carries, 5-0-0

2. T&L Course Title Change (Beck)

a. CIG 763 (Beck)

Title change to reflect context of the course.

Zhang (move), Bendixen (second), Motion carries, 5-0-0

3. T&L Certificates – Clark

a. Multicultural Certificate (Clark)

Previously addressed by curriculum committee, and there was concern that it would not be approved as two certificates. Clark reconceptualized as a single certificate with two tracks. One track focused on new grads who are beginning to teach and one track focused on practicing educators coming back to study multicultural education and diversity. Currently only one course required in multicultural education. These certificates allow for more complex study of multicultural education. Provide opportunity for grads and practicing teachers to come back and study multicultural education. Working with assembly people to try and pass legislation focused on multicultural education. Potential for optional endorsement through PGP.

Bendixen (move), Zhang (second), Motion carries, 5-0-0

b. Social Justice Certificate (Clark)

Response to Graduate College requirements to differentiate between admission and application materials to ensure that new application system has portals to submit these requirements. Adding the statement and resume as admission requirements so that students can upload the documents needed for admission.

Morgan (move), Bendixen (second), Motion carries, 5-0-0

4. EPHE Program Name Change – Nussbaum

a. Learning and Technology to Learning Sciences (Nussbaum)

Learning and Technology transition to the Learning Sciences program occurred last year; previously a joint program between EPHE and T&L. The field has moved on to focus more on Learning Sciences instead of Learning and Technology. Expand program to include additional concentrations in educational data science, learning policy and educational change, and learning analytics. New program would be housed in EPHE and have affiliated faculty in T&L.

Zhang asked if the program change has been shared with T&L faculty. Since it is a shared program, the question is have tech faculty reviewed and approved changes. Nussbaum indicated that T&L faculty had been informed.

Bendixen (move), Baker (for Spies, second), Motion carries, 5-0-0