Westfield State University
Curriculum Committee Minutes for Thursday, April 11, 2013

In attendance: Heidi Bohler, Megan Kennedy, Joe Camilleri, Eric Bressler, Brian Jennings, Susanne Chuku, John Ohotnicky, Marcia Scanlon, David Shapleigh, Ziblim Abukari, Liam Harte, Elizabeth Starr, David Laing, Gabriel Aquino. Guest: Mara Dodge

I. Approval of Minutes
   a. 3/21/13 approved by all (11) except 2 abstentions
   b. 3/28/13 approved with changes (Brian does this!) approved by (11) all except 2 abstentions
   c. Eric will run next meeting; Liam will not be here

II. Ad Hoc Committee
   a. last meetings have been productive; not necessary to meet; getting draft together
   b. e-portfolio will be adopted so people can upload documents; ways to capture learning outcomes
      a. Will recommend a separate committee who will work with curriculum….focus on a couple of
         outcomes so it is a rolling process….some articulations of outcomes are problematic and
         changes need to be made with deficiencies of objects…the report will give our take on what
         assessment should look like, systematic…


IV. Unfinished Business:
   a. **12-25: History Education Licensure Requirements**: Mara from history is guest today
      John: the original proposal was explicit about double dipping; the email is very explicit, should TEC reconsider,
      since this is an about-face. Mara: I though Dr. Ieda had spoken to TEC weeks ago, is my understanding. John:
      should we wait until TEC does their final review? Liam: maybe I should contact Cheryl to see if there is anything
      else? However, the fact that they have not asked for CAR back makes me wonder how they can do it? Liam: do we
      want to provisionally approve or completely wait? It is swifter if we approve and wait; the careful honorable
      approach is to wait. Megan: why the about face? Mara: I thought it was unfair if no one else was allowed and no one
      had an objection, advising is inconsistent, student confusion, 2/3 of majors are history education and now they have
      an additional education course; we felt like it frees up space in their schedule and it is only offered once every two
      years. John: I thought TEC should have opportunity to review; not clear in bulletin (12 credits are above and beyond
      the history major).
      **Table and wait for further information**
   
   b. **12-27: History Major Requirements**: Liam: wondering about the fact this appeared to be an arrangement with a
      particular kind of professor…should it get it’s own number form Lit 220….look at email…Elizabeth: how often is
      this class taught with this instructor?…Mara: once a year/ we have had this understanding for about a decade (2000
      ‘ish). Elizabeth: a question we raised was about content and if it has enough difference to be a separate course.
      Mara: it is like a special topics course. Suzanne: given the agreement, if someone else taught it, would you tell the
      new person to make the arrangement to count as a history elective? Mara: all the literature he is using is primary
      sources, by definition that is history. We ask for more historical content (rise of Natzi’s). We would look with
      the new person with the syllabus to get the balance we need. Liam: questions?
      **Motion to approve/second: approved by (12) all except one (1) abstention**
   
   c. **12-34: HIST-0276, Latin America to 1800**: questions on course objectives? Questions on course requirements?
      Joe: the fourth one asks to describe concrete and affective measures….didn’t seem to me the response would learn
      about that, and nothing in the description to deal with that…Eric: I agree …Gabe: I have a question on how
      specifically you can do that on a course that is based on history. You’re asking for a remedy in a history
      course…when we say global diversity, there is an idea of knowing and not repeating mistakes…I don’t know how
      you would explicitly say how to remedy the situation…Joe: if it wants to be part of this course, it needs to be able to
      answer this question…Gabe: this seems like a strict demand. David: should we look at social understanding to see if
it is there? Eric: this section addresses something specific and there needs to be a description of how this will be remedied…Mara: is there something we can add…Eric: I would like to hear Kristen’s response. Elizabeth: the course objectives help to get to this, they don’t specifically state it, but it sounds like the class does do this…how important must it be to very explicitly do this? Liam: what does the committee want to do? Joe: just get more clear explanation

Table: 11 for, 1 against, no abstentions (John out of the room)

any questions? Gabe: maybe we should table until we hear back Eric: maybe we can find questions if we engage in discussion? Liam: let’s look it over and if anything leaps out …Megan: my question is that it would show up in both categories (showing up in two places, essentially double dip). Liam: John can you speak to this? John: there are not “problems”, I thing some faculty may have concern pedagogically over…we say the core is a body of information…I think the construct of our core are arbitrary at times…if the department can answer the questions to the curriculum, then it should be okay. Liam: can one course really satisfactorily achieve 2 core attributes? Curriculum has never really settled on this…John: double dipping is very common, and I don’t think there are triple dippers…triple dipping within the core is a dull line. Liam: there are courses in the core that do this, so presumably it has been settled on a case-by-case basis. Suzanne: I would like to question Christen on number 3 (course objectives)…contemporary issues Joe: and possible solutions. Liam: what about course requirements? Liam: we shall contact Christen

Tabled

d. 12-35: HIST-0277, Latin America since 1800: Liam: anything on course objectives for global diversity? course requirements for global diversity? Eric: course requirement #2…case for relevance, but not stating how she would require students to do it Joe: on number 3, the description says essays and exams, but it’s not addressing how it’s going to do diversity,…elaborate how assignments address diversity… Liam: seems like we are going to table this one Liam: social understanding course objectives? course requirements? Marcia: is part of the goal that this course talks about diversity…should it be in objectives? Joe: there is not a formal policy, but if it designed to meet diversity, the course objective should state that…Liam: specific course numbers need to meet specific objectives..Gabe: nothing has been mandatory for specific things in syllabus, but are suggested…Eric: we don’t really approve the syllabus, but it informs our vote.

Tabled

e. 12-20R: EDUC-0376 Developmental Disabilities and Self-Determination: Liam: we felt we did not understand “self-determination”…look at it and see if you like the revisions. Joe: I think I raised the question initially. They add the same word again, with out giving meaning to self-determination. Eric: agree…Liam: anyone else want to speak. Elizabeth: I’m not convince, but I’m inclined to let it go since it is already in play. Gabe: I agree. It is a change in description, and it wasn’t a problem before. In essence we are demanding that they provide detailed definition, but it wasn’t a problem before, and really has nothing to do with what they are changing. They have good intentions and it seems the course is working. Joe: I was trying to put myself in the shoes of the student, I wouldn’t know what it’s about. Gabe: if we do this every time…if students have problems, we need to give students some responsibility to go and ask and get the expectations…in this case, anyway. It does not generate any major questions on my part.

Motion to approve/second: Approved 11 for and 2 against

f. 12-50: Early Childhood Major or licensure Program, Pre-K – 2: bulletin copy? Most people do not have a copy. John explains what this is about. Confusion on which section students were to be in…so the number is changed. Liam read: Math 352 into 2 separate courses, but they want to show the separation more clearly by substituting the 4 for the two.

Motion/Second: Approved by all (13)

g.(No AUC number: memo from Academic Affairs) Physical Science Department name-change: Liam: this is not our usual kind of business. It is a strange case because it does not go back to AUC. All we do is make comments and we do not need to take a vote. Any comments? No problems and no comments.

Motion to adjourn: 5:00 pm approved by all (13)!