In attendance: Heidi Bohler, Megan Kennedy, Joe Camilleri, Eric Bressler, John Ohotnicky, Ziblim Abukari, Liam Harte, Carsten Braun, Marsha Marotta, Rebecca DiVico, Alexis Wagner, Katherine Morrissey, Dave Laing, Elizabeth Starr, Emily Todd.

1. Approval of minutes of 1/31/13.
   a. Eric: change Bessler to Bressler. Add student names from last time: Rebecca DiVico, Alexis Wagner
   b. Minutes approved by all except one abstention.

2. Ad-hoc committee report.
   a. Joe: Meeting scheduled for next week to provide substantial information for the next time we meet.

3. New Business:
   a. 12-64
   b. 12-65

4. Unfinished Business:
   a. 10-28: CRJU-03xx, Sanctioning Sexual Offenders.
      a. Liam: Tom Roscoe from criminal justice is present to discuss CRJU CAR 10-28; corrections course. Questions?
      b. Eric: was the intention to promote open enrollment or not restrict it?
      c. Rebecca: is this open to non-CJ majors? Tom: yes it’s open. I like to have other students from other disciplines in my class, no reason why students should not be able to, but the reality is that it fills up. It has general application.
      d. John: reality of applying a “major restriction”…major can offer so much…but priority to accommodate student. Currently all CJ courses are restricted to CJ majors. We need clarity this for the registrar.
      e. Tom: OK…deal with pre-req. Jr. Sr.
      f. Eric: Why Jr. Sr and not all? Tom: if it were my preference for students to have background of the Jr. or Sr. experience I prefer it. Liam: it is also a 300 level. Tom: Students at WSU behave appropriately, typically…with younger students that might change.
      g. Motion to approve: Jo and Rebecca
      h. Approved by all.
      a. Liam opened: Is there a replacement of disabilities with difficulties in title and in description? Amend the CAR to say in the description that disabilities is changed to difficulties.
      b. Motion to approve as amended
      c. Approved by all.
   c. 12-20: EDUC-0376, Developmental Disabilities and Self-Determination.
      a. Liam opened: self- determination shows up in course title, but is not explained. Read Sandy’s email and let’s see what you think.
      b. Joe: I still think it needs a description, students need to know what it is before they take it. Marsh and Eric and Megan all agree.
      c. Liam: Take it back to Sandy? John: Table and try to get a new CAR?
      d. Tabled to get more information and perhaps a new CAR.
d. 12-64: MATH-0352, Foundations: Teaching Mathematics (1-6).
   a. Liam: pre-reqs have been struck off the courses (complained) and they were asked to be put back in, as seen in CAR (EDUC 319, MATH 250, MATH 153).
   b. Motion to approve: John/Eric
   c. Approved by all.

   a. Liam: Same as above (see 12-64)
   b. Motion to approve: Eric/Rebecca
      i. Megan: MATH 153 is a pre-req of MATH 250. Is listing 153 necessary? John: transfers come in with other numbers so it might be important to have both listed.
   c. Approved by all.

   a. Liam: anything to say about this one?
   b. Elizabeth: Because it’s a change of program, do we need to see what’s in bulletin?
   c. John: students could take either is what they are implying…I question, “why bother”? Is it necessary to have another course? But, with either/or? I’m I little unsure what this is about.
   d. Carsten: idea is to populate the new course as much as possible...
   e. Liam: Question. Is this accepted in addition to English 301 (one or other?)
   f. John: Schedule and planning perspective, it makes me nervous. Are we competing with ourselves? Liam: In a faculty approach…let’s look at proposed bulletin text…does it do things other courses already do; is it redundant?
   g. Emily: business and technical writing actually works as a business course…it serves a lot of population. Students learn how to write reports, but more focused on business. I see the language is technical AND business, but in practice it does not focus on scientific writing.
   h. Marsha: do other sciences require this course? Will other science majors want to take it? ROC recommends upper level writing course in the discipline…is this the beginning of that? Is this part of a larger discussion?
   i. Carsten: we want to serve the needs of students. Marsha: why is this not infused, instead of being a single class? Carsten: We do infuse, but we need a dedicated practice and learning of this for students to be able to communicate scientifically. It is currently a pilot. This is a classic case should we leave the door open just in case? We could also add “permission of instructor”. Emily: If it is doing something fundamentally different than the English course, it should be open. Carsten: this is one way to handle rare cases, but maybe the best is to handle by course substitutions? Liam: Again, do we have any other course/s that deal/s with science writing rather than any other writing? John: not that I know, but if it exists, it is discipline based.
   j. Liam: Should I go back and get more information?
   k. Dave: Should we show this to biology or other “science” departments?
   l. Elizabeth: In further reading, it seems this is a cohort building class; it might be that they want that focus.
   m. Liam: anything else about being a new course/ course itself?
   n. Marsha: there is no abstract writing in course assignments, as Carsten said earlier as an important reason (scientific writing skills such as writing abstracts).
   o. John: since it’s a pilot, will they want to make some adjustments? What’s here makes sense…I to ask about defining it as requirement and are there other change recommendations (ask Tim P.). Emily: makes sense to bring Chalet (WLC) into this conversation to provide advice and perhaps to advise to the larger conversation.
   p. Tabled.

G. 12-28: Licensure for Teachers of Spanish.
a. Liam opened: look at rational first to determine need.
c. Joe: it seems there are courses from different departments. Is this okay? Or do we need a memo from other departments? Megan: in rationale, the agreement has been made with EDUC, not sure about PSYCH and EGST. John: some already exist as the Spanish major. Eric: I’m having trouble tracking the credits. Liam: are all professional sequences required? …YES. This does not add up to 42… Marsha: following up on John’s comment…if they decide not to license, do they still have a major? Eric: is the middle list an elective list? (39 credits/ 42?). John: How does it match the existing major?…restructure so we can see how these mirror…there are some discrepancies. Also, people who don’t pass MTEL, do they get to walk away with a degree?
d. Table. Ask Kathleen
h. 12-31: BIOL-03xx, Molecular Biology.
   a. Liam: new course
   b. Re: Course descriptions: Joe: is project done in real time? More hands on than in the classroom?
   c. Marsha: we need to know what ‘real world’ means, in course description.
   d. Liam: Any concerns about sample syllabus? John: it is a pilot, 4 credits with lab, but this proposal says 3 credits. I would want to understand lecture lab breakdown to understand 3-credit vs. 4-credit. Is there a standard way of doing this? Since they reference both types of instruction it would be nice to know what that is.
   e. Liam: re: rationale?: Do we need to invite chair or can this be done over email? Ask the pilot instructor if there are any changes they want to make, too?
   f. Table
i. Motion to adjourn Eric/Carson (4:48 PM February 14, 2013)
   a. Review: Tabled 12-20; 12-13; 12-28; 12-31
   b. Approved by all

The below list was on agenda but not addressed today.

1. 12-25: History Education Licensure Requirements.
5. 12-34: HIST-0276, Latin American to 1800.
6. 12-34: HIST-0277, Latin America since 1800.

   a. Any Other Business.