

**COLLEGE OF EDUCATION, HEALTH, AND HUMAN SERVICES**

**EHHS CURRICULUM COMMITTEE**

Sept. 21, 2012

MEMBERS ATTENDING: Natalie Caine Bish, HS; Jake Barkley for HS; Christa Boske, FLA; Joff Jones, FLA; Courtney Vierstra, LDES; Belinda Zimmerman, TLC; Sandra Pech, TLC; Joanne Arhar, Undergraduate Education; Cathy Hackney, Graduate Education; Kathy Zarges, VOSS; Nancy Miller, Graduate Services; Susan Augustine, EHHS.

MEMBERS ABSENT: Kelly Cichy, LDES; Scott Tobias, RC

GUESTS: Michelle Norris, EHHS Professional Development; Pam Luft, LDES; Mary Dellman-Jenkins, LDES; Drew Tiene, LDES.

|  |  |  |
| --- | --- | --- |
| **AGENDA ITEM** | **DISCUSSION** | **ACTION TAKEN** |
| **Joanne Arhar and Cathy Hackney** | **Welcome**  | **NA** |
| **INFORMATION/DISCUSSION ITEMS** |
| (Joanne, Cathy, Susan Augustine) | Review of Curriculum Committee Expectations, Rules, Meeting Schedule Expectations:* Rules:  Quorum of 3/4 of members (7 of 9) with passing vote of majority present, including one representative from each school
* Meetings: Monthly; dates and materials posted on Curriculum Committee web page one week prior to meeting.  Web page located at:  <http://www.kent.edu/ehhs/councils/curriculum/index.cfm>
* Bring laptops, paper copies are not provided
* Proposals will not be voted on without the faculty present who wrote the proposal or a sub from his/her school
 | NA |
| Susan | Review of Curriculum Committee Expectations and Articulation Agreements UpdateSusan reminded committee members that it is very important to attend or send a representative to meetings – attendance is an expectation of serving on the committee because of the quorum criteria for voting. She noted that a careful review of materials is also very important, particularly since changes in the approval process at EPC have resulted in less review of curriculum materials after they arrive there. Also, the curriculum process ends at different points for different types of proposals. For example, a course approved at the college level is an informational item only at EPC, while a proposal for a new major would go past EPC to the Ohio Board of Regents.With regard to articulation agreements, Susan shared that Kelly Anthony’s role is more oriented toward the legal processes involved and she facilitates communications between institutions. She noted that articulation agreements can be very useful in building enrollment and that faculty members may contact her for assistance or questions. She also mentioned that in the future, articulation agreements will be posted on the university web page in a location to be determined. For now, however, Susan will post articulation agreements on the College Curriculum Committee web page. |  |
| Joanne, Cathy | Appointment of Graduate and Undergraduate Curriculum Committee representatives to EPCAppointments of: Belinda Zimmerman, TLC, as Undergraduate representative to EPC; Joff Jones, FLA, as Graduate representative to EPC | Affirmed by committee |
| Joanne, Cathy | Reappointment of Natalie Caine Bish as EHHS Curriculum Committee representative to URCC | Affirmed by committee  |
| Joanne | Update on Writing Intensive Course proposalJoanne reported that the proposed changes to the WIC criteria (changes would have required students to take WIC courses at KSU) passed EPC in spring were defeated at Faculty Senate this summer.Other news: Natalie also shared that URCC may be asking WIC courses to do a student survey in classes this year. The Kent Core is scheduled for review this year as well. |  |
| Joanne, Cathy | Discussion of standards for differentiating course requirements between undergraduate and graduate course levelsJoanne and Cathy asked the committee to consider and offer recommendations for how slash courses (undergraduate/graduate and master’s/doctoral) should be differentiated in course proposals. It was noted that students are expected to use the same curriculum materials, but that students in higher level courses are held to higher standards. Suggestions for assignments to meet the criteria included having these students do special presentations, teaching a section of the course, additional writing assignments, doing a literature review of the subject, completing original research, completing an in-depth study of the subject, completion of an IRB grant application related to the subject, completion of a proposal for a new study, or submission of an original manuscript on the subject. Recommendations on the list above are examples and should be chosen based on the specific course.After work working with Susan Augustine to fit within the system parameters, Dr. Tiene will use the following language on upcoming slash courses:*Required assignments may include reaction papers, essays, critiques, reviews, etc. PhD. students will also be required to submit an additional assignment that might include a research paper, a review of the literature in the field, a proposal for a new research study, a discussion of research methodology, etc.* |  |
| Joanne | Announcement: Michelle Norris is leaving soon for a new position at The Ohio State University. Congratulations to her. |  |
| Michelle Norris | Graduate Workshops: TLC: Environmental Education Certification TLC: Mentoring Teaching Candidates Through Co-TeachingThere were no issues heard with either workshop. |  |
| **UNDERGRADUATE PROPOSALS** |
| Susan Augustine | [EDUC Program Revision](http://www.kent.edu/ehhs/councils/curriculum/2012-2013UGC/upload/EDUC-program-revision-9-2012-2.pdf); Revises course requirements for students in Teaching English as a Second language (TESL) program who are enrolled in the Education Minor.  Effective Fall 2013. | Motion to approve by Natalie Caine Bish;seconded by Courtney Vierstra; approved by unanimous vote |
| Jake Barkley for Ellen Glickman | [HS-EXSC Course Revision](http://www.kent.edu/ehhs/councils/curriculum/2012-2013UGC/upload/EXSC45096revised.pdf); Revises EXSC 45096, Individual Investigation in Exercise Science, to designate it as an Experiential Learning Course (ELR).  Effective spring 2013.This course is proposed as an ELR because the students assist in ongoing research in a laboratory setting and will be acclimated to the research environment. The question of, ‘How does your course meet ELR goals?’ was asked. Discussion indicated that it may not be clear how the course meets the three (3) ELR goals required. The committee recommended that students meet the ELR requirement by writing a reflection paper addressing the criteria listed in goals two (2) and three (3) of the ELR requirements, that there was a lack of concrete examples of how the student would meet the ELR requirements. L .The proposal was passed based on completion of revision requiring completion of the reflection paper by students.  | Motion to approve by Natalie Caine Bish;seconded Sandra Pech; approved by unanimous vote (based on receipt of revision as described) |
| Pam Luft | [LDES-SPED Program Revision](http://www.kent.edu/ehhs/councils/curriculum/2012-2013UGC/upload/SPED-Program-Rev-921-2012.pdf), Educational Interpreting concentration; Revises the concentration name from Educational Interpreting to ASL/English Interpreting.  Effective Fall 2013.Pam explained that students searching the university web page cannot find interpreting. A review of other institutions’ educational interpreting programs indicated that they are using ASL rather than education in their titles to better reflect the program content and assist students in locating the programs in online searches.. | Motion to approve by Belinda Zimmerman;seconded by Joff Jones; approved by unanimous vote |
| **GRADUATE PROPOSALS** |
| AUD/SLP Program Revision (Jacob Barkley) | AUD / SLP Program Revision, Effective Fall 2013Revision proposal increases the number of required letters of recommendation from two to three. All other admission requirements remain the same. | Motion to approve by Courtney Vierstra; seconded by Jacob Barkley; approved by unanimous vote |

Meeting adjourned at 10:15 AM.

Hilda Pettit, Undergraduate Recorder

Luci Wymer, Graduate Recorder.