

College of Education
College Curriculum Committee
1/10/22

Members in Attendance: Julie Brown (CCC Chair), Penny Cox (SESPECS), Holly Donahue (Undergrad Rep), Caitie Galligane (STL), Gage Jeter (STL), Niki Koukoulidis (Grad Rep), Linda Lombardino (SESPECS), Lindsay Lynch (HDOSE), Jann MacInnes (HDOSE), Tina Smith-Bonahue (Dean's Rep)

Members Absent: N/A

Guests: Alyson Adams (STL), Chris Cook (EGC), Tara Mathien (SESPECS), Brian Reichow (SESPECS), Carla Schmidt (SESPECS)

Meeting called to order at: 2:04pm

Approval of CCC Agenda for 1/10/22 meeting

Motion to Approve by Lombardino; Seconded by MacInnes

Approval of CCC Minutes from 12/13/21 meeting

Approved/Accepted

Update on Prior Business

EDG XXX: Qualitative Research in Curriculum and Instruction

<https://secure.aa.ufl.edu/Approval/reports/16461>

CA; Notice with comments sent to submitter on 010422

SPS 6410 Course Title and Description Change

<https://secure.aa.ufl.edu/Approval/reports/16804>

Denied; Notice with comments sent to submitter on 010422

New Business:

New Undergraduate Specialization:

Birth to Five Specialization in Education Sciences

<https://secure.aa.ufl.edu/Approval/reports/16871>

- Good idea to add to Ed Sciences degree; I'm glad the form said that ECE faculty have been consulted, however, I thought they were planning to offer a birth-5 specialization track, but perhaps that was at the graduate level. For this specialization, what are the courses? Are they already existing? Who would offer them?
- This should definitely be added to the education sciences degree. Speaking from my own experience, education sciences is my major, and I know that myself as well as my fellow classmates would have appreciated having this option

Motion to Approve by Lombardino; Seconded by Galligane

New Graduate Course(s):

BCBA TeachWell Track: Concepts and Principles of Applied Behavior Analysis

<https://secure.aa.ufl.edu/Approval/reports/16902>

- typo in the attendance policy. may need additional explanation in the assignments of Participation and Active Student Responding. How are these different? How will participation be graded? Does the ASR require creation of a student account for an online platform? If so, is that account free? If so, this should be listed in a "Technology Requirements" section of the syllabus.
- Should class participation and Student Responding be listed together? They sound like the same thing.
- Participation & active student responding for all
- Synchronous/asynchronous language for all
- TSB requests consult with Psychology
- Participation & active student responding; maybe consider either combining or further differentiating; if an app is required, it would need to be outlined in the syllabus
- Are they designed to be asynchronous? Hope to have synchronous component, especially for active student responding; consider clarifying in each of the AAT submissions; need to consider the international component

BCBA TeachWell Track: Classroom Applications of Applied Behavior Analysis

<https://secure.aa.ufl.edu/Approval/reports/16903>

- Assignments need additional description of the nature of the tasks to be completed and how it's being evaluated. Same comments from above regarding the ASR requirement.
- Participation & active student responding for all
- Synchronous/asynchronous language for all
- TSB requests consult with Psychology
- Cohesive and comprehensive
- One of the assignments Group Presentation: Will they do research or do a lit review about a specific measure; lit review; will provide more clarification of assignment
- Are they designed to be asynchronous? Hope to have synchronous component, especially for active student responding; consider clarifying in each of the AAT submissions; need to consider the international component

BCBA TeachWell Track: Clinical and Organizational Practices in Applied Behavior Analysis

<https://secure.aa.ufl.edu/Approval/reports/16904>

- For course objectives, consider removing TSWBAT or adding it to all for consistency; Might objective #5 center "determine" as the verb rather than "demonstrate competency"? - "determine intervention effectiveness using visual aids," perhaps?; Will late assignments not be accepted unless pre-approved, or will a grading penalty be applied to late assignments? Or both?; Is this an asynchronous online course? How will

the discussion/participation and ASR points work, if so? Curious if some language should be revised to make clear what type of course this is and how the assignments connect to the delivery method.

- Participation & active student responding for all
- Synchronous/asynchronous language for all
- TSB requests consult with Psychology
- Are they designed to be asynchronous? Hope to have synchronous component, especially for active student responding; consider clarifying in each of the AAT submissions; need to consider the international component

BCBA TeachWell Track: Ethical Applications of Applied Behavior Analysis in the Schools
<https://secure.aa.ufl.edu/Approval/reports/16905>

- For course objectives, consider removing TSWBAT or adding it to all for consistency; Might objective #6 center "describe" as the verb rather than "demonstrate competency"? - "describe conducting a risk-benefit analysis," perhaps?; Will late assignments not be accepted unless pre-approved, or will a grading penalty be applied to late assignments? Or both?; Is this an asynchronous online course? How will the discussion/participation and ASR points work, if so? Curious if some language should be revised to make clear what type of course this is and how the assignments connect to the delivery method.; Is the Howe et al. book the 2nd edition published in 2018? Chapters listed in the course schedule point to an older (1992) version, so just wondering about alignment.
- Participation & active student responding for all
- Synchronous/asynchronous language for all
- TSB requests consult with Psychology
- Are they designed to be asynchronous? Hope to have synchronous component, especially for active student responding; consider clarifying in each of the AAT submissions; need to consider the international component

BCBA TeachWell Track: Behavior Change in the Classroom
<https://secure.aa.ufl.edu/Approval/reports/16906>

- Participation & active student responding for all
- Synchronous/asynchronous language for all
- TSB requests consult with Psychology
- ? on # of objectives, but it is consistent with the other courses, so not an issue
- Rationale should explicitly state the reason for so many objectives
- Are they designed to be asynchronous? Hope to have synchronous component, especially for active student responding; consider clarifying in each of the AAT submissions; need to consider the international component

BCBA TeachWell Track: Supervision and Professionalism in Applied Behavior Analysis
<https://secure.aa.ufl.edu/Approval/reports/16907>

- Participation & active student responding for all

- Synchronous/asynchronous language for all
- TSB requests consult with Psychology
- What will happen at weekly supervision meetings? Structured agenda with assigned readings, data analysis, literature research...
- Synchronous meetings held through Zoom
- Are they designed to be asynchronous? Hope to have synchronous component, especially for active student responding; consider clarifying in each of the AAT submissions; need to consider the international component

Motion to CA as block vote by Lombardino; Seconded by Galligane

Close Graduate Certificate:

Discontinue Graduate Certificate

<https://secure.aa.ufl.edu/Approval/reports/16842>

- Certificate has been inactive since initiating faculty retired
- Title should be revised to state title of actual certificate being discontinued

Motion to Approve by Galligane; Seconded by Koukoulidis

Meeting adjourned at 2:55pm

Next CCC Meeting

Monday, February 14, 2022; new submissions due by January 31, 2022. This will permit time for preview and feedback before the submission goes to the full committee.