

**College of Education
College Curriculum Committee
3/14/22 Minutes**

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

Members Absent: Holly Donahue (Undergrad Rep), Jann MacInnes (HDOSE),

Guests: David Therriault, Albert Ritzhaupt, Kent Crippen

Meeting Called to order at 2:05pm

Approval of CCC Agenda for 3/14/22

Motion to approve by Lombardino; Second by Cox

Approval of CCC Minutes from 2/14/22 meeting

Motion to approve (no changes)

Update on Prior Business

Education Sciences Finalized Course Numbers

<https://secure.aa.ufl.edu/Approval/reports/16916>

Approved at college level

Education Sciences (EDS_BA) ALC Revisions

<https://secure.aa.ufl.edu/Approval/reports/16914>

Approved at college level

MHS7610 Counseling Supervision Theories and Practice

<https://secure.aa.ufl.edu/Approval/reports/17007>

Approved at college level

EDA6931 Special Topics

<https://secure.aa.ufl.edu/Approval/reports/17006>

Approved at college level

Early Childhood Studies Undergraduate Minor

<https://secure.aa.ufl.edu/Approval/reports/17015>

Approved at college level

**New Business:
New Graduate Concentration**

Title: Concentration in Computer Science Education - Doctor of Education in Curriculum and Instruction

<https://secure.aa.ufl.edu/Approval/reports/17132>

- Albert Ritzhaupt: 2 pedagogy courses and program courses; being called *specializations* (not concentrations); Practitioner friendly; first cohort of EdD program is beginning
- No comments from the committee

(see below for motion)

Title: Concentration in Computer Science Education - Master of Arts in Education in Curriculum and Instruction

<https://secure.aa.ufl.edu/Approval/reports/17133>

- Linda: will it be outside the MAE? – degree will say MAE in curriculum and instruction and will note a concentration in computer science education
- Gage: What if a student gets MAE and concentration in comp science and then wants to pursue an EdD? – It would be considered, but there would need to be substitutions.
Additional readings, crosswalks/cross talks (synchronous meetings)
 - Course numbers would already be on their transcript so they would not be able to repeat courses?
 - Albert mentioned everything online said they could have up to 15 hours for the MAE
- Tina: the question about students coming in with master's and wanting to pursue an EdD?
 - They could transfer credits to count toward 90 hours, concentration would show up on their masters, not on their EdD?
 - Albert: Substitute coursework that would go along with the program – would go on as a FAQ on the website to address this
 - Tina: Encourage to be careful about what is being put on the website in terms of FAQs; start thinking sooner than later about doctoral-level courses that go deeper than the MAE courses; as the program continues to grow/develop, would need to think about 7XXX level seminars to “deep-dive” into the discipline; think about what that would look like as it grows toward having more students enrolled
- Tina: might be an easier sell to grad council if the concentrations are differentiated by a course – MAE would have 12 and EdD would have 15; the challenges of having both the same might need differentiation; because of the number of students currently enrolling, it makes sense to keep it the way it is

Motion to Approve by Cox; Seconded by Jeter (for both items – MAE and EdD in CS Ed; 17132, 17133)

New Graduate Course

Title: EDG XXX: Issues and Trends in K-12 Computer Science Education

<https://secure.aa.ufl.edu/Approval/reports/17134>

- Albert: this is a doc seminar in comp sci ed. to look at different types of configurations; think about lit reviews; this would be the course that helps move them into doctoral studies in the future
- Penny (from Google sheet): is there a catalog description? Albert: the course descriptions like this previously went through
- Penny: Is there a specific number of discussion periods? Expectations? Number of discussions to expect? The rolling deadline may get some questions moving down the line. Albert: usually divided up by module, different deadlines are given to students because they are assigned different times to facilitate discussions
 - Julie: can remove “rolling deadline” to mitigate any challenges having it there may cause
- Caitie (from google sheet): Grading scheme has the points adding up to 90% – Albert: might be a mistake because those should add up
- Caitie (from google sheet): are we still supposed to have at least two regularly scheduled office hours for asynchronous online courses? or is 'by appointment only' okay? For the "class discussion reading" assignment, how many times will that occur during the semester? I know this may depend on the number of students enrolled, but it should mention if it's once only, or potentially multiple times. In the policy about Late Work, indicate that if an extended deadline is requested and given, will that still affect the grade earned on the assignment.
 - Tina: documentation from provost stipulated that there should be scheduled office hours; should make sure office hours are in the syllabus
 - Albert: Late Work point deduction is unclear, but late work for discussions is usually not accepted; Tina: rather than going into detail, use the UF late work policy and then in class can elaborate the details
- Linda: Does the syllabus have week-by-week readings and assignments? Albert: Yes, traditional 16-week course (was told that the 16th week is for final exams)
- Tina (via email prior to mtg): The descriptions on the syllabus and the form need to be “catalogue ready,” and should be the same; Include only UF’s policy on late work.

Motion to Conditionally Approve by Cox; Seconded by Lombardino

Title: SMT 6xxx-Informal STEM Practices

<https://secure.aa.ufl.edu/Approval/reports/17108>

- Kent Crippen: research experience with course level support; internship can happen anywhere the student would like; hybrid because the internship is typically f2f but the course is online; the internship is set up by the student and the course instructor will work with students to work out the goals/objectives; vehicle to get science education experience in a broad way; potential for 6 credit hours to do more than once to pursue an internship at a different venue to expand their experience as to what science education looks like
- Caitie (from google sheet): In the attendance policy, a portion of one of the sentences is repeated. For the Field and Reflection Notebook, if they choose a paper-based option, indicate acceptable options for submitting on Canvas (do they have to scan the pages, take pictures, etc.); overall, looks great, very detailed
 - Kent: will add a section about uploading notes to Canvas
- Linda (from google sheet): Is this a 3 credit course with one hour of instruction online or in-class and the remainder a 20 hour per week internship?; What's the rationale for allowing students to take this course for 6 repeatable credits?; Course syllabus may need to clearly separate UG vs. GRAD assignments. Maybe having separate sections in the syllabus for UG and GRAD grading schemes.
 - Kent: One hour online weekly check-in and the rest is the internship to connect on a global level; goal of the internship is driven by the context of what they're working with
 - Kent: Students will only be able to take courses in a block of 3-credits (can take twice)
 - Tina: they look closely at co-listed courses for a clear differentiation between grad and undergrad (grad- deeper more sophisticated understanding); ideally objectives for grad sts are more sophisticated and then there's a direct link between those objectives and grad assignments; make sure the assessment is different for grads and undergrads
- Niki (from google sheet): I think this looks like a really good course; it seems like a great course to enhance the internship experience for both grad and undergrad students
- Kent: will be uploading both syllabi (undergrad and grad) where there are the distinguishing features noted above
- Caitie (from google sheet): recommend conditional approval pending revisions recommended by the committee
- Tina (via email prior to mtg): Undergraduate syllabus needs to be included in proposal. Ideally, the Objectives for the grad version are more sophisticated than the undergrad, and the difference is reflected in the assignments / requirements. The Co-Listing

explanation may need revision to reflect more explicitly how the grad version; Course Description on the form and syllabus must be the same and catalogue-ready.

Motion via email post-mtg. to Conditionally Approve by Cox, Galllingane, Jeter; motion stands

New Undergraduate Course

Title: New Course Request: EDP 3XXX Cognition and Education Science in Artificial Intelligence
<https://secure.aa.ufl.edu/Approval/reports/17126>

- David: trying to promote courses across the different disciplines to explain cognitive sciences involved in AI – students will require some understanding of psychology and cognition
- Caitie (from google sheet): are the online lectures live or recorded? Add technology requirements to the tech section, especially if using Honorlock (must have Chrome, must download extension, etc.); David: lectures would be recorded; use the UF boilerplate related to any kind of tech requirements; the same thing for the grading scale – use the UF boilerplate scale
 - Tina: clarify that students don't need to be at the same place/same time
- Penny (from Google sheet): Demonstrate knowledge and understanding" is used in several course objectives. What readings go with each topic?
- Linda (from Google sheet): Might want to add to the course description that (as noted in description request) this is not a programming course; students do not need to have advanced AI or computer science knowledge 2. Under course objectives consider consolidating 13 student learning outcomes to about 5 by listing several outcome under headings used (i.e., By the end of this course, students should be able to: (1) demonstrate knowledge and understanding of...; (2) create...; identify... etc.
- Linda: question about the course description – should elaboration about students not needing to have a strong background in AI be more prominent in the syllabus?; David: will add it on at all levels
- Tina: work on the verbs in the objectives (semantics), more active like *synthesize*, *critique*, etc; UCC will want more pragmatic details under “rationale and placement”, should include who may take the course? Open to all majors? Required for any majors? David: will add those; Tina: the requirement in AI? Would this fulfill that? -Tina will ask Angela about BAEs
- Tina (via email prior to mtg): Rationale and Placement – I like the philosophical description of this – BUT UCC will want to know what students you anticipate will take this course, programs and majors?
 - The Objectives will need to be “higher” level – Here's a great resource in developing SLOs: <https://fora.aa.ufl.edu/docs/89/Meeting-Materials/DevelopingPGsandSLOsGuide.pdf>.

- Grading Scale – see UF's.
- Please correct typo in Course Title of submission: Cognition, not Cognition

Motion to Conditionally Approve by Lombardino; Seconded by Koukoulidis

Informational Item:

IDS 2935: Creating enabling technologies for differently abled people (Quest 2 Temporary)

<https://secure.aa.ufl.edu/Approval/reports/17099>

- Tina: a completely new course that has to go through CCC but also has to go through other levels; better to wait on this one since Quest 2 would be new for everyone; would be easier for Nigel to do the processes at the same time (not entirely sure which pieces need to be ironed out first)
- Move to the next meeting; Nigel present in the meeting

Discussion Item:

Discussion surrounding HB1557 was around the fact that UCC would evaluate incoming submission based solely on academic merit.

Next CCC Meeting

Monday, April 11, 2022; new submissions due by March 28, 2022. This will permit time for preview and feedback before the submission goes to the full committee.

Meeting adjourned at 3:29 pm – Motion by Penny Cox and seconded by Caitie Galligane