

**College of Education
College Curriculum Committee
4/12/21 Minutes**

Members Present: Kristina Denarski (Undergrad Rep), Caitie Galligane (STL), Angela Kohnen (Chair), Linda Lombardino (SESPECS), Katherine Matthews-Frye (Grad Rep), Rose Pringle (STL), Nancy Waldron (Associate Dean)

Members Absent: Penny Cox (SESPECS), Walter Leite (HDOSE), Isaac McFarlin (HDOSE)

Guests: Chris Cook (EGC), Taryn Brown (STL), Cliff Haynes (HDOSE)

Meeting was called to order at 2:01pm by Kohnen (Chair)

Approval of CCC Agenda for 4/12/21 meeting

Motion to Approve by Matthews-Frye; Seconded by Lombardino

Approval of CCC Minutes from 3/8/21 meeting

Motion to Approve by Galligane; Seconded by Lombardino

Update on Prior Business:

3/8/2021 meeting:

Concentration: Critical Study of Race, Ethnicity and Culture in Education

<https://secure.aa.ufl.edu/Approval/reports/15856>

Received guidance on template format; NW will coordinate with STL and then approve at college level along with all other pending concentrations

Ed Sciences: Disabilities and society specialization course change

<https://secure.aa.ufl.edu/Approval/reports/15866>

Approved at college level

New Business (in order of review):

EDF 5XXX: Anti-Black Racism in Education: Ideology and Resistance

<https://secure.aa.ufl.edu/Approval/reports/16052>

EDF 4XXX: Anti-Black Racism in Education: Ideology and Resistance

<https://secure.aa.ufl.edu/Approval/reports/16049>

- 20% class participation does not match up in syllabus and form; should be 10% in both
- SLO's: should it be "...will lead..."? Clean up the language
- Challenge different ways of learning? Maybe better articulate intent
- Students expected to think critically; verify in both classes

- On graduate syllabus, policies were not quite in line with UF requirements; template on CCC website provides them all
- Syllabus and form have to have matching verbiage; check both courses (CHaynes comments)
- Should read “critical reading”... should go from 10% to 20%
- Course Objectives: emphasize education, institutions of education; key focus
- Resource being used: Perusal? Embedded in Canvas; students must buy textbook through Perusal; should make a note of that in both form and syllabi for both courses.
- Attendance Policy should be more clearly defined, but still needs to be in line with UF policy
- Course Description: Wording and course descriptions in undergraduate catalog should be more concise; primary introductory sentence? Highlight that the course has a primary focus on education, and educational institutions. Start with 2nd sentence, remove sociological.
- Prerequisites: Remove language about undergraduate prerequisites in Graduate course submission (#16052)

Motion to Conditionally Approve as block vote by Lombardino; Seconded by Pringle

EDF 4XXX: Issues in the Secondary School Curriculum

<https://secure.aa.ufl.edu/Approval/reports/16029>

- Other assigned readings? Which ones are available?
- P4, copied and pasted from UF policies? Yes
- Course description completeness?
- General grading criteria needed
- Controversy presentation? What are the products of that? Criteria for evaluation of that project
- Transcript title should be changed; curriculum should appear somewhere in the title; Change Transcript Title to include “curriculum. Suggested: Secondary School Curriculum
- Change Instructor(s) “to be determined” to naming a faculty member who could possibly teach the course; reference one or more faculty members affiliated with course
- Assignments: Need more detail for assignments; discussion posts: provide exact number; Include greater detail for Discussion Posts of exact number assigned and general criteria for grading. Same for Controversy Project Research Presentation: greater detail in assignment description, required products, criteria for evaluation – so that students understand expectations for assignment.

SSE 4XXX: Introduction to Secondary Social Studies Methods

<https://secure.aa.ufl.edu/Approval/reports/16031>

- There is a 6XXX level syllabus that does not match
- Discussion of Canvas posts needs more detail

- Part II of final assignment; need more detail
- Objectives are not in syllabus
- Kohnen will cross reference with existing graduate level course so there is consistency
- Undergraduate form and syllabus need to match
- Submission form: Course Description: sentence drops off...
- "Just as it is important to have a teaching philosophy, ..." wording is awkward
- Transcript title question

LAE 4XXX: Introduction to Secondary English Language Arts Methods

<https://secure.aa.ufl.edu/Approval/reports/16033>

- Transcript title question; Change Transcript Title; Suggested: Secndry English Lang Art Methods

Motion to Recycle as block vote by Gallingane; Seconded by Lombardino

ESE 4940: Internship in Secondary Education

<https://secure.aa.ufl.edu/Approval/reports/16034>

- One day per week is modeled after UF Teach Minor format; Is that sufficient? Maybe consider hours, rather than days; weekly contact hours
- Internship implies more than what is being required in this proposal
- Consider re-wording from internship to apprenticeship or practicum
- Why is it S/U but has percentages next to assignments? What constitutes the S and U?
- There will need to be a matrix, as it is tied to educator certification

New Minor: UFTeach English Language Arts

<https://secure.aa.ufl.edu/Approval/reports/16027>

New Minor: UFTeach Social Studies

<https://secure.aa.ufl.edu/Approval/reports/16028>

- If Recycled for Fall 2021, should have minors first on agenda before courses
- Population? Impact to other programs?
- Students would take this instead of the FL Teaching Minor
- Course numbers with titles and credit hours should be included
- Include the AAT Request #'s
- Reading Competency?
- FEEPs matrix considered

Motion to Recycle as block vote by Matthews-Frye; Seconded by Lombardino

EDF 6XXX: Differentiated Research

<https://secure.aa.ufl.edu/Approval/reports/15346>

- *Had to step out of meeting for a few minutes...*

- Expectation on contact hours?
- Being run like a workshop; more individual work; small groups
- Consider articulating this in the form/syllabus
- What if project hits a snag? What is the impact?
- Objectives: timelines and deliverables not clear; need more specificity
- Never says qualitative; not using those methodologies; why?
- More like an independent study course
- Course description request is too long; needs to be abbreviated
- Pre-req is only one course; how does it fit in with the other qualitative course?
- Reconsider course title
- Description of Request: Must be a brief 1-2 sentences. For example: This course will provide an advanced research elective for students who have completed foundational qualitative research coursework. The course is repeatable so that students can take it multiple times to focus on different areas of interest.
- Course Title: Revise title to make clear the course is focused on Qualitative Research
- Course Description: Suggested revision - Students complete an individual research project that requires immersion in relevant theoretical, methodological, substantive, scholarship and applied learning. A timeline for project completion and deliverables will be determined in consultation with the instructor.
- Rationale and Placement in Curriculum: Revise by combining and editing info in original Description of Request and Rationale. Good to tie to future development of graduate certificate in Qualitative Research Methodologies.
- Course Objective: Consider addition of objective regarding development of an individual contract that specifies timeline and deliverable research product – whether proposal, plan, or paper.
- Course Textbooks and Other Assigned Readings: Identify and list 2-3 key resources that may be helpful to most students. Can be books/handbooks used in previous research classes. Maintain note about students identifying readings/resources based on their individual topics/projects; re-word statement under Required Textbook
- Align syllabus with all changes made on the Course Request form. New course description, objectives, etc.
- Attendance and Participation section of syllabus, add refence and link to Graduate School Handbook and recognition of university policy on Excused Absences; statement “If I do not have your assignment and you have not contacted me about late submission, you will receive a zero on that assignment” is in conflict with UF policy; needs to be revised
- Question about interactive games listed under Class Instructional Strategies
- What are the guidelines/requirements for the contract under Drafts of research project and final research project?
- Provide example of “bibliographic management system”
- What are the guidelines/requirements for the “reading management system”?
- Format/requirements for the research journal?
- Need to outline participation requirements and impact on overall grade

- Meeting 8: “scholarly resources that represent critiques and challenges...” Provide example, Is this existing literature? Other type of resource?
- Are all items listed under Bibliography required readings? This is in conflict with statement that there are no required textbooks and that students identify their own readings

Motion to Recycle by Matthews-Frye; Seconded by Lombardino

EDF 6XXX: Qualitative Research Representation and Writing

<https://secure.aa.ufl.edu/Approval/reports/15344>

- Would students from other colleges be expected to take course and, if so, would they know what REM means? Should be spelled out
- Description of request is too wordy; should be more concise
- Lack of clarity in how it is proposed; presents as independent study
- Total repeatable number of hours is conflicting in various places; review and verify that it be a total of 6 CH
- Reconsider course title if writing is not the primary focus
- Format is structured like a number of workshops; individual work
- Should there be a pre-req? Data Analysis perhaps?
- Statement under third and last objectives indicate the course is more focused on academic writing; reconsider
- Description of Request: Must be a brief 1-2 sentences needed. For example: New course that will serve as a research elective in Research & Evaluation Methodology program. Plan for it to be required in graduate certificate in Qualitative Research that is under development.
- Course Description: Delete last sentence “Students are encouraged to attend a writing retreat”
- Rationale and Placement in Curriculum: Change to.. “repeatable for a maximum of 6 credits”
- Revise Course Description. Suggested wording: Historical and current forces that shape the secondary school curriculum in the US. A foundation for learning to teach in diverse 6-12 classrooms through critical thinking about curriculum history, theory, and philosophy; principles of democratic citizenship education; multiple perspectives on the purposes of curriculum; and understanding of the conflicts and controversies surrounding school curricula.

Motion to Recycle by Lombardino; Seconded by Matthews-Frye

Guiding questions are posted on the CCC site

Meeting adjourned at 3:48pm