

**College of Education
College Curriculum Committee
10/11/21 e-Meeting Minutes**

Members who emailed comments: Penny Cox (SESPECS), Caitie Galligane (STL), Gage Jeter (STL), Niki Koukoulidis (Grad Rep)

Members who did not email responses: Julie Brown (CCC Chair), Holly Donahue (Undergrad Rep), Linda Lombardino (SESPECS), Lindsay Lynch (HDOSE), Jann MacInnes (HDOSE), Tina Smith-Bonahue (Dean's Rep)

Approval of CCC Agenda for 10/11/21 meeting

Motion to Approve by Galligane; Seconded by Lombardino

Approval of CCC Minutes from 9/13/21 meeting

Motion to Approve by Galligane; Seconded by Lombardino

Update on Prior Business

Secondary English Teaching Preparation Certificate

<https://secure.aa.ufl.edu/Approval/reports/16455>

Approved in AAT system and sent on to next level

RED 6XXX Reading Practicum

<https://secure.aa.ufl.edu/Approval/reports/16460>

Approved in AAT system and sent on to next level

RED 5XXX Diagnosis and Remediation of Reading Difficulties

<https://secure.aa.ufl.edu/Approval/reports/16483>

Approved in AAT system and sent on to next level

EDA 6XXX Contemporary Issues in Educational Leadership

<https://secure.aa.ufl.edu/Approval/reports/16275>

Recycled by CCC; revisions made; should be on November agenda

EDH6931 Special Topics in Higher Education

<https://secure.aa.ufl.edu/Approval/reports/16390>

Approve with minor edits; edits made; ready for college level approval

New Business:

New Graduate Certificate:

Early Childhood Policy Certificate

<https://secure.aa.ufl.edu/Approval/reports/16575>

- Cert Description: Good description including context for development.
- Req for Admission: Suggest simply stating that Bachelor Degree is required.
- Req for Comp: Ok.
- Rationale/Place in Cur: Well described. Mentions support from other units and across campus. Curious as to who - especially outside of COE - is supporting. Supporting documents aren't needed, but might strengthen the request at GCC/UCC.
- SLOs: SLOs are clear. Descriptions of assessment types/methods aren't connected to specific course components.
- I don't remember the "rule" about courses in certificates....will the cert request be addressed before the courses are approved?
- Do the courses need to be taken in a particular sequence? If so, that will dictate when students can begin and complete the certificate; how often will the sequence be offered?
- Is this fully online or only partially?
- looks great, very thoroughly and intricately designed; no comments or revisions

Motion to Approve by Gallingane; Seconded by Lombardino

New Graduate Course(s):

TSL 6XXX Multilingual Issues from a Global Perspective

<https://secure.aa.ufl.edu/Approval/reports/16475>

- Do students have to meet all criteria each week to get the 1 participation point? (i.e. what if they are present and engaged but don't submit an assignment on time? does this mean they get no points? or .5 points? and is the assignment grade also docked points for lateness?)
- Will students use required class readings for the theoretical framework posters? Or do they find their own studies for each of the three poster assignments?
- I think there's 10% missing from the final paper grading criteria? I only see 25% as-is.
- What do the asterisks mean for the two readings in Week 3?
- Based on the weekly schedule, will students be presenting about their final papers during the last class? Is this a presentation about the final paper? I didn't see this show up in the course assignment descriptions.
- typo in second bullet under Course Overview
- missing parenthesis in second bullet of Course Objectives
- lots of very current readings
- Article Poster/Presentation assignment – missing one of the parts in the description; identify what “LP” stands for in the beginning

- - Is the final paper a study proposal? Are they going to implement the study? Or is it only a review of research?

Motion to Conditionally Approve by Gallingane; Seconded by Lombardino

EDG 6xxx Research Design in Curriculum and Instruction

<https://secure.aa.ufl.edu/Approval/reports/16521>

- The syllabus is detailed and clear
 - expectations and objectives are states throughout. The course objectives align with the description and title.
- Assignments are clearly described in the syllabus along with how they will be graded.

Motion to Approve by Gallingane; Seconded by Lombardino

History, Child Development, and Equity in Early Childhood Policy

<https://secure.aa.ufl.edu/Approval/reports/16572>

- Course objectives - distinction between analyze/evaluate/appraise? Might objectives center on one verb for clarity?
- Class participation - how will this grade be determined? I see the criteria - "complete all course readings and participate in class activities and discussions and be prepared to exchange ideas, criticisms, and perspectives on course readings and assignments; and to challenge assumptions and rigorously, albeit collegially, debate ideas" - but how will the instructor assess all of this?
- Final paper - Might some basic assessment criteria for this paper be included? Are students expected to critically read all of their classmates' final papers prior to their presentations? If so, for what purpose? Will all students be presenting their papers during the last week? If so, what will the format/structure/criteria of this presentation be? Will it be a component of the final paper grade?
- Does the syllabus need to give more details about how late work will be downgraded?
- Clarify the format/goal of the Final paper
- is it a reflection/reaction paper, is it a lit review and synthesis, is it a study proposal?

Motion to Recycle by Gallingane; Seconded by Lombardino

Examining Practices, Policies, and Key Issues in Early Childhood Policy

<https://secure.aa.ufl.edu/Approval/reports/16573>

- The course description is clear, content in the syllabus aligns with the course description.
- Looking at the syllabus as a student, the goals/objectives and requirements of the course are evident.
- The guidelines for assignments make sense and it looks like the course readings align with the objectives.
- Policy for accepting (or not accepting) late work?
- I'm confused about the pedagogy group presentation; is it a mock lesson for preschoolers (a lesson plan) or is it a mock lesson for the members of this class (a lecture)?
- it sounds like there will be live presentations of the assignments, but this is an asynchronous online course

Motion to Conditionally Approve by Galligane; Seconded by Lombardino

Theory and Policy Analysis in Early Childhood Policy

<https://secure.aa.ufl.edu/Approval/reports/16574>

- Course Description: 51 words...suggest omitting "this course" from the beginning of both sentences.
- Rational/Place in Curr: Good description. Is there a sequence to the courses? Does this have to be taken at a certain point in the program?
- Objectives: Okay
- Readings/Topics: Multiple readings listed for each topic
- Assignments/Grading Scheme: Participation/Respectful Engagement is the first assignment. The description mentions weekly discussion boards (linked to readings) and applied activities. I'm unsure what the applied activities will look like...in class activities, part of discussions, etc.
- it looks like there is still some syllabus template language in the instructor contact section
- fix the landscape/portrait orientation issue that cuts off part of the schedule table before sending forward 40% of the grade is participation
- this needs to have details about how it will be graded; give details about posting and responding in the discussions; give details about the applied activities

Motion to Conditionally Approve by Galligane; Seconded by Lombardino

Next CCC Meeting

Monday, November 8, 2021; new submissions due by October 25, 2021. This will permit time for preview and feedback before the submission goes to the full committee.