

Minutes

Sub-Committee on Curriculum

February 11, 2021

3:30pm. via Zoom

Amy Birge-Caracappa - Administrative Alternate; Mary Anne Celenza - Administrative Appointee; Bianca Cummings - Administrative Alternate; Lizzie Gordon - Administrative Alternate; Dawn Janich – Faculty Delegate; Marissa Johnson-Valenzuela – Faculty Alternate; Amy Lewis – Faculty Delegate; Jennifer Roberts – Administrative Alternate; Pam Carter – Administrative Appointee; E. Colin Ruggero – Faculty Delegate; Cynthia Paul - Faculty Alternate; Chae Sweet - Administrative Appointee; Brenton Webber – Faculty Delegate; Melissa Altman-Traub – Faculty Delegate; Amy Saia – guest; Randy Libros – guest; David Cattell – guest; Linda Powell – guest; Sandra Spicer-Sharp – guest.

I. Call to Order

Co-Chair C. Sweet called the meeting to order.

II. Attendance

Attendance was taken via the chat box function on Zoom; attendees input their names and titles.

III. Old Business

Minutes from the 12/10/2020 were approved

IV. New Business

a. ASET Program Revision – Randy Libros and David Cattell

- The program name is changing to Applied Engineering Technology (AET). The Biomedical Equipment Technician (BMET) program is moving out of AET and becoming its own program, creating a separate pathway for students looking to transfer into the workforce or another program. The BMET program has been working as a certificate program and has been successful, but moving it out makes the pathway to completion clearer and less circuitous due to fewer options from which to choose. It's

also clearer to employers what the degree and certificates mean. Also, if students are interested in attaining a BMET certification, they become eligible for certification a little sooner if their degree is specifically named as BMET.

- B. Webber proposed switching the order of the topics being reviewed to allow for back-to-back consideration of the AET and BMET programs. This was agreed upon.
- B. Cummings asked about AET 101 and whether it was essentially an FYE course. R. Libros said that was the intention, but the deans were concerned about some aspects needing to be strengthened before it could fulfill this function. It is currently approved as a course but not yet an FYE course.
- B. Cummings also asked whether students could transfer in with life credits and what documentation that would require. R. Libros was open to this but did not yet know which documentation would be necessary. He said if there was a good match between the life credit and the course learning outcomes, this would work.
- M. Altman-Traub wanted clarification on R. Libros's suggestion high school robotics clubs might count for life credit as she didn't know what these clubs entailed. R. Libros said these clubs require both technical and report-writing skills, making them more than a hobby. This would not be credit automatically granted, however; there would need to be a careful examination of the club and its nature. D. Cattell mentioned drone-making competitions for young people and how these may start as a hobby but are quite rigorous in the technical skills required, so some of these "hobby" projects are technically advanced and warrant further consideration.
- B. Webber pointed out a double period that needed to be cleaned up and asked about the acronym EMSI sometimes being capitalized and sometimes not. He wanted to know whether this needed to be standardized. A. Birge said she would fix this.
- B. Webber also asked about ENGL 115, Public Speaking, being a required course to fulfill the oral communication course requirement in the program and wondered whether ENGL 117, Group and Team Communication, could also fulfill this. R. Libros said 115 was chosen because it is seen as a transfer course for the transfer track. For the non-transfer track, he said students had previously taken 117, but they didn't feel it applied to the work settings they would be inhabiting.
- M. Celenza wanted to clarify students in this program need to know how to do presentations, speak to teammates, etc., and they get this in 115. The teamwork skills 117 supplies are already achieved through students' group projects in other classes, meaning taking 115 gives students "the best of both worlds."

The motion was made by C. Ruggero and seconded by D. Janich. The motion was unanimously approved.

b. Biomedical Equipment Technology AAS New Program

- R. Libros reiterated the improved clarity for students with BMET being separated from AET.
- B. Cummings asked where this program would be listed. R. Libros said while it would be wonderful for the program to be dual listed, it was listed under science and technology

because students expressed a preference for working with technology over working with patients directly.

- C. Paul pointed out an extra period on p. 8. A. Birge corrected it.

The motion was made by C. Sweet and seconded by C. Ruggero. The motion was unanimously approved.

c. Biological Sciences Program Revision

- M. Celenza wanted to clarify this committee doesn't approve courses but rather the curricula, so this section would be devoted to curricula only.
- L. Powell informed the committee the AA in Biological Sciences serves a number of purposes. After the Culture, Science, and Technology program was dissolved, the AA gave students who couldn't enter their program of study due to low math placement a point of access. It allows those students to shift into the AS in Biology or Chemistry once they have satisfied their math requirements. It also aids development of new programming for areas of study in the biological sciences that would not need "linchpin" courses. This curriculum allows new program areas to occur without locking into Biology I and II. The program gives students the "correlated" freshman and sophomore experience for BA programs at transfer institutions. D. Janich pointed out the only real change in the program was the inclusion of the FYE course. L. Powell said this allows students to explore the discipline of biology and future paths. D. Janich says it's also useful for anyone in need of middle school teaching requirements, which have been expanded.
- B. Webber pointed out a stray question mark in Section 4. A. Birge corrected it.
- B. Webber also questioned the role of BIOL 100 in this and other programs, asking whether it factors into the reasoning skills requirement.
- L. Powell says it's unique as an FYE because the underpinning of the course is the whole thought process behind the scientific method. Students have to understand the method and the process of moving on sequentially from a hypothesis, using data collection and scientific thinking. This allows students to have a methodological understanding in a scientific context, which is why it is a 4-credit course. The content density is different than other FYE courses because science is different in a disciplinary context. D. Janich says this gives students real-world understanding of science as it happens in the field.
- B. Webber asked again whether this has a science reasoning designator as a special skill because he wanted to know whether someone taking only BIOL 100 would fulfill the scientific reasoning requirement. L. Powell said they would not because students need to take courses with "more meat" to fulfill this.
- D. Janich asked if she should abstain from voting because of a potential conflict of interest as one of the people proposing this. C. Paul voted in her place.

The motion was made by P. Cater and seconded by C. Paul. The motion was unanimously approved.

d. Education Middle and Secondary Level New Program

- A. Saia said she, S. Spicer-Sharp, and F. DiRosa tried to streamline the middle and secondary programs in place and condense them to one to create a stronger pathway for middle and secondary students with partner transfer schools. They believe the single program will guide students in a more intentional and purposeful way when planning their coursework and allow faculty to provide better advising. Students will be “gated” at their 30-credit hours and given an alternative pin that would make them meet with their advisor before choosing their content electives. This is important to ensuring students are going down the correct path. No additional courses were added, but the content electives have been more streamlined.
- A. Saia said the streamlining was intentional and that C. Paul had provided guidance as a curriculum coordinator to better consider what transfer schools are looking for. The program wants to be specific and deliberate for ease of transferability, taking the Department of Education’s requirements into consideration. This will prevent students from being overwhelmed and making ineffective choices.
- A. Saia said the program talked to transfer programs to see exactly which courses were needed for math, science, and humanities. These requirements come from the Department of Education, which leaves the choices up to the transfer schools. Strong advising will help direct students in choosing the correct path.
- B. Webber pointed out the placement for one of the math courses says 172 or higher in several places, but it should be 162 or higher.
- B. Webber was also concerned MATH 152 was written as a tier course, but that course is defunct, forcing students to take MATH 162, which would require more pre-requisite courses. A. Saia said the program could make revisions after speaking with B. Webber.
- C. Ruggero asked which schools the program was redesigned around. A. Saia said Temple, LaSalle, Drexel, Arcadia, and Eastern were the primary schools. All had different responses regarding requirements, which was unsurprising.
- B. Webber asked how large the original three programs were. A. Saia thought all three programs had about 90 students. B. Webber asked whether combining those programs would increase enrollment because of the increased flexibility. A. Saia said enrollment is low as a national trend for middle and secondary education, and she hopes to bump this up, but the program is also hoping to add a special education certificate to enhance the offerings and potentially increase numbers. She also pointed out the program added an English Language Learners course, helping students serve a more diverse population, which could increase enrollment, too.
- D. Janich asked whether approval was possible due to the aforementioned issue with MATH 152. C. Sweet said the program proposal could be approved with the requirement the MATH 152 issue be corrected.
- A. Saia asked whether B. Webber would be able to provide clarification/guidance on how to correct the problem with the math courses. B. Webber agreed.

The motion was made by C. Sweet and seconded by C. Ruggero. The motion was unanimously approved.

IV. Adjournment

The meeting was adjourned at 4:30 pm.

Respectfully submitted by Amy Lewis