

Draft Minutes
Sub-Committee on Curriculum
November 8, 2018
3:30 p.m. in M2-34

Attendance: Pam Carter, Administrative Appointee; Mary Anne Celenza, Administrative Appointee; Chae Sweet, Administrative Alternate; Bianca Cummings, Administrative Alternate; Jennifer Roberts, Administrative Alternate; Lynne Sutherland, Administrative Alternate; Joel Tannenbaum, Faculty Delegate; Melissa Altman-Traub, Faculty Delegate; Simone Zelitch, Faculty Delegate; Nicole Duncan-Kinard, Faculty Alternate; Asia Mapp, Student Delegate; Amy Saia, Guest.

I. Call to Order

Joel Tannenbaum called the meeting to order at 3:30

II. Attendance

An attendance sheet was circulated, and those present introduced themselves and their role at the college.

III. Approval of Minutes 10/11/18

Pending minor technical corrections, the minutes from 10/11/18 were approved unanimously.

IV. Old Business

- a. None

V. New Business

- a. Education- Early Childhood

Amy Saia, Coordinator of the Education Program and developer of the addenda under discussion, introduced the first document and explained that Early Childhood is the largest of the educational programs. The math requirement has been changed. Originally, students took MATH 123 and 133 which were designed specifically for the program and were in line with the requirements of schools that participated in TAOC. However, those courses did not transfer to Temple, and thus students now need to take MATH 151, MATH 152 or a higher math course. This new requirement is often an obstacle for students, and A. Saia is in conversation with the Math Department about creating alternatives, but the requirement assures that the degree with transfer and that students will meet the requirements for teacher candidacy. As four-year programs often

have distinct transfer requirements, it is critically important for students to meet with an Education advisor.

A. Saia also explained that the Program Learning Outcomes had been revised to better align with standards of the National Association for the Education of Young Children. Other changes reflect the intention of Guided Pathways to direct students towards a specific set of electives which will be more likely to transfer and ensure that students will fulfill all General Education requirements.

There was some discussion about the language of the new learning outcomes. Why was a reference to “family diversity issues” removed? In addition, it was also suggested that DIET 106 be listed among the direction electives in the final semester as it related to epidemic in childhood obesity. A. Saia would take these suggestions into consideration.

A motion was made to pass the Education—Early Childhood addendum along with comments and suggestions to the IWC pending approval of the minutes. The motion passed unanimously.

- b. Education- Middle Level
- c. Education, Secondary – Humanities/Social Science Option
- d. Education, Secondary – Math/Science Option

The next three addenda were discussed as a group. All were revised to “[limit] the choices to those that student will find most relevant to their program of study.”

A few technical problems included an error on page eight of the Education: Secondary Humanities/Social Science, and confusion over the placement of asterisk next to math courses on page 8 which appear to relate to end-note 1 on page 10 of that document. There was also confusion about whether MATH 151 had a FNMT 118 prerequisite or whether students could take it if they were FNMT 118 ready; the catalog information on MATH 151 may be incorrect and need updating.

When asked why World Literature was not part of a list of other literature survey courses, A. Saia replied that that list was determined by transfer agreements. It was also suggested that the Education: Secondary Humanities/Social Science list of literature courses on page 12 include ENGL 299 Special Topics in Literature.

Finally, there was general discussion about the effect of the new curricula’s narrowed options. Some felt that although the limitations did not have a direct impact on the Education programs, they did affect other programs who depend on Education students opting to take electives in those programs. For example, the original Education: Secondary Humanities/Social Science curriculum had five music courses and two art courses as options in its fourth semester. The new curriculum has two art courses and one music course. The result is that courses that aren’t listed in the Education pathway are under-enrolled and at risk of cancellation which, in turn, puts Art, Music or English degrees in jeopardy.

There is the option of course-substitution which students can initiate through the Dynamic Forms portal, and A. Saia said that Education students were aware of course-substitution and used it on a regular basis. However, the student delegate said that she had not been aware of that option and would not necessarily know that courses which weren't on the program pathway existed. Thus, a student may take a course which is far less interesting than other options and be less likely to succeed. When asked directly, she said that she would prefer more choices to fewer choices.

A motion was made to pass the Education—Middle Level, Education-- Secondary Humanities/Social Science Option, and Education-- Secondary Math/Science Option addenda with comments and suggestions to IWC pending approval of the minutes. The motion passed unanimously.

The meeting adjourned at 4:15 PM.

Respectfully submitted,

Simone Zelitch