Present: Kay Stafford (chair- Consumer Sciences), Josh Bomser (Human Nutrition), Brian Focht (Physical Activity and Educational Services), Ray Calabrese (Educational Policy and Leadership-substitute for Belinda Gimbert), Laurie Katz (Teaching and Learning), Gene Folden (Human Development and Family Science), Amanda Ross (undergraduate student- Consumer Sciences), Jackie Blount (associate dean- EHE Academic Affairs), Andy Zircher (curriculum coordinator- EHE Academic Affairs)

Absent: Natasha Slesnick (Human Development and Family Science), Erin Lombardo (graduate student-Human Nutrition), Jennifer Klosterman-Lando (assistant dean- EHE Undergraduate Student Services)

I. Revised Semester Program Requests

No votes on the revised semester program requests were taken. The faculty associated with the Educational Policy and Leadership are to vote on their proposals on Tuesday, October 25. In addition, time did not allow for a vote on the Teaching and Learning proposals. So while discussion of these proposals took place for curriculum committee on October 24, 2011, a vote will be held until the next meeting on October 28, 2011.

a. Doctor of Philosophy, Educational Policy and Leadership, from the School of Educational Policy and Leadership- Bryan Warnick and Eric Anderman were present to address questions.

Stafford recommended that “core” language within concentrations be changed to “concentration requirements”.

Bomser noted that references to “foundations and multicultural” courses existed in the program oversight section. Warnick said this was residual from a previous version of the proposal and will be removed.

Zircher suggested more of a description of how oversight is handled for the 30 credit hours that students entering the program without a master’s degree complete.

Bomser suggested that language across concentrations used to describe the structure of the requirements be standardized.

The committee suggested that a school-wide transition policy be added. Zircher has language from other units that he will send to Warnick.

The committee discussed the 8998 courses in the Workforce Development concentration, and asked for additional information about these courses.

b. Doctor of Education, Educational Policy and Leadership, Education Administration, from the School of Educational Policy and Leadership- Ray Calabrese and Eric Anderman were present to address questions.
Stafford suggested that the objectives and goals be removed, because they are not required for graduate proposals and as written they were a point of contention from the Graduate School Curriculum Committee in its last review.

The committee asked for clarification on the status of the students’ advising committee members, when students should formulate their committee, and whether each of the committee members should play a role in interacting with the final project partnering institution, or just the primary advisor. The latter is recommended by the committee.

In addition, the committee asked for definitions for the final document and the final project at the beginning of the section which discusses those concepts.

c. Doctor of Philosophy, Teaching and Learning, from the School of Teaching and Learning- Caroline Clark was present to address questions.

The committee noted that a transition policy is required for the PhD.

Zircher and Stafford noted how there are some specialization areas that have fewer than 24 hours of courses available to them to complete the minimum requirement.

Zircher mentioned that it was confusing that not all specializations present in the PhD were available in the EdS and vice versa. It is difficult for an outsider to conceptualize how the specialization areas relate or map to each other.

Zircher noted that some specializations, STEM for example, give 21 required hours and then provide a long list of courses for students to select one more course for the final 3 credits. It seems that offering these courses and getting reasonable enrollments would be difficult.

d. Education Specialist, Teaching and Learning, from the School of Teaching and Learning- Caroline Clark was present to address questions.

While a transition policy is not needed because there are no students currently in this proposal, the committee suggested that a section be added to address situations where current PhD students transfer into the EdS.

Comments from the PhD apply similarly to the EdS.

II. Semester Course Requests

The semester course requests were not considered at the 10/3/11 meeting. They will be on a future curriculum committee agenda.

a. EDU PAES 4189.30- Practicum in K-12 Health Education- 3- New course- An advanced field experience designed to give practice in teaching K-12 health education in schools.

b. EDU PAES 5189.02- Business Education Field Experience II- 2- Modified- Supervised clinical teaching in a business education classroom, field-based setting. EDU PAES 628.01- Clinical experience: Classroom Observations- 3-15 quarter hours.
c. EDU PL 6217- Comparative Education- 3- Semester equivalent- Social and cultural factors influencing the differential development of educational institutions and organization; the role of education in national development; comparative methodologies. Quarter course: EDU PL 717- Comparative Education- 3 quarter hours.

III. Consent Agenda

The consent agenda was not considered at the 10/3/11 meeting. It will be on a future curriculum committee agenda.

a. October 3, 2011 Curriculum Committee Minutes

b. June 1, 2011 Curriculum Committee Minutes

c. Summer Consent Agenda Minutes