

Respondent 1	▼
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Time to complete: 68:20

1. date and time: 0 / 0 pts
Auto-graded
 Thurs. Nov. 18, 2021; 3:15-5:00pm

2. zoom information: 0 / 0 pts
Auto-graded
<https://msu.zoom.us/j/95973631567> Passcode: 214382

3. attendance: 0 / 0 pts
Auto-graded
 Leann Dalimonte, David Godden, Miguel Cabanas, Lily Woodruff, Casey McArdle, Jennifer Gansler, Caroline Rogers, Ellen Moll, Senta Goertler, LeConte Dill, Gretel Van Wieren, Jeff Wray, Ryan Welsh

4. meeting started at 0 / 0 pts
Auto-graded
 3:17pm

5. agenda item 1: approval of agenda: who motioned? who seconded? how did the vote go? 0 / 0 pts
Auto-graded
 Casey motioned; Senta seconded; passed unanimously

6. approval of minutes from previous meeting: what date? who motioned? who seconded? how did the vote go? 0 / 0 pts
Auto-graded
 Senta noted some typos; motion to pass minutes as amended with typos corrected David; passed with one abstention.

7. associate dean's remarks: summary

0 / 0 pts

Auto-graded

- * New CCC website: <https://cal.msu.edu/faculty/councils-and-committees/college-curriculum-committee-ccc/>
- * EL Req't: CUC is discussing whether we should continue to waive the EL req't.
- * We have new data to suggest that some students with 110+ credits aren't completing their studies at MSU with a degree. Helping to address the needs of those students might help with degree completion, including inviting these students back to finish their studies, and having a plan for their doing so. This will help to address the University's Strategic Planning goals, as well as expressed priorities of Gov. Whitmer.
- * Leann created a Microsoft Teams for the CCC. (Thanks, Leann!)
- * Univ U/G Committee is considering a bi-annual enrollment model. This would mean that students would enroll twice yearly, rather than once yearly for their courses. There is a document on our Teams for you to consider. Feedback requested. Does it make sense to continue to plan a year out if students enroll on a semester-by-semester basis? Discussion involved the pros and cons for students, and advisors, and how data should be collected to determine the merits and impacts of the proposal. Also, would this lead to semester-by-semester hiring?

8. UCC updates: what was that meeting's date? what transpired, acc to UCC representative?

0 / 0 pts

Auto-graded

All proposals that on Nov. 10. went to LING463 were approved. That w. New requests go to UQ before they go to UCC.

9. curriculum actions:

0 / 0 pts

Auto-graded

1. what unit and who presented?
2. what's the overview?
3. list each action separately
4. summarize discussion of each or all, depending on how committee processed, including recommendations for changes, approval, or bounce back to unit
5. who motioned? who seconded? how did the vote go?

Please see supplemental word document. I ran out of space in this text box.

10. other business

0 / 0 pts

Auto-graded

None

11. adjournment: who motioned? who seconded? at what time was meeting adjourned?

0 / 0 pts
Auto-graded

Casey motioned to adjourn. David Secondsm Meeting adjourned at 4:28 pm Minutes respectfully submitted by David Godden.

Curriculum:

Courses:

English BA changes

1. what unit and who presented? Jeff Wray

2. what's the overview? Summary/Focus Items: This package contains a series of minor, student-centered revisions to the English BA and the Creative Writing Concentration, as well as a new English Education Curriculum. Within the English BA, the package builds on the revisions from last year to open some of our courses to non-majors (e.g. ENG 280). It also eliminates a few pre-requisites and changes all capstone courses from 4 to 3 credits. The two most significant changes are 1) the addition of a new AL 250/460 requirement for the English BA, to build career preparation into the major (following the XA model); and 2) the creation of an English Education Concentration. The latter is meant to formalize and make transcriptable the core courses for our English Education students in a way that is visible to them when they enroll. We are not adding any new courses here. The EE Concentration was recommended by our English advisors as a way to better track our students and clarify their coursework.

3. list each action separately:

3a: Program Changes: 1) the addition of a new AL 250/460 requirement for the English BA, to build career preparation into the major (following the XA model); and 2) the creation of an English Education Concentration.

3b: Courses: ENG 280, 315, 317, 320A,B&C, 413, 484B, 484C, 484D, 484E, 493, & FLM255

4. summarize discussion of each or all, depending on how committee processed, including recommendations for changes, approval, or bounce back to unit. Casey -- Plan attendance in PHL460 a semester ahead of graduation.

5. Re: 3a who motioned? Casey who seconded? Senta how did the vote go? Passed Unanimously.

Re 3b: who motioned? Casey who seconded? LeConte. how did the vote go? Passed Unanimously.

AL 460

1. what unit and who presented?

2. what's the overview?

The creation of this new course is based on insight from offering AL 250: Career Strategies over the past ten years, along with benchmarking and recommendations from the 2019 CAL Career Readiness Task Force. It has become clear that, in order to address the various levels/stages career readiness of our undergraduates, it's imperative that CAL create a tiered model of career education courses at both the 200 and 400-level. By adding AL 460: Advanced Career Strategies, the College can deepen its impact through offering more nuanced approach to meet students at their appropriate stage in their personal/professional development.

This course will target third- and fourth-year students with a major in the College of Arts & Letters. Similar to AL 250, students will have the ability to enroll in this one-credit course without incurring any additional cost, due to MSU's flat-rate tuition model (provided their overall credit load falls within 12-18 credits). As a result, we have the

opportunity to increase equity in terms of access to preparation and career readiness for our undergraduates.

3. list each action separately

4. summarize discussion of each or all, depending on how committee processed, including recommendations for changes, approval, or bounce back to unit. How will English's offerings affect capacity for the classes, AL250 & 460?

5. who motioned? Senta who seconded? David how did the vote go? Passed unanimously.

IAH 207A

1. what unit and who presented? Ellen Moll and Jeff Wray

2. what's the overview? Adding a course that focuses specifically on race and film/media - there is not an IAH 201-210 that does.

3. list each action separately Approve IAH 207A

4. summarize discussion of each or all, depending on how committee processed, including recommendations for changes, approval, or bounce back to unit. Online format means it can be done by students while they study abroad.

5. who motioned? Casey. who seconded? Senta. how did the vote go? Passed unanimously.

PHL 355

1. what unit and who presented? David

2. what's the overview? We are changing administrative control of LB/PHL 355 from LB to PHL. There are no changes to the course itself, or who can offer or staff it. Only that PHL will have scheduling and enrollment "control" of the course, rather than LB.

3. list each action separately: Change administrative control of LB/PHL 355 from LB to PHL.

4. summarize discussion of each or all, depending on how committee processed, including recommendations for changes, approval, or bounce back to unit. No discussion.

5. who motioned? Senta. who seconded? Casey. how did the vote go? Passed Unanimously.

Programs:

Spanish Teaching Minor – Elementary MNEL

Spanish Teaching Minors – Secondary MNSE

1. what unit and who presented? Miguel.

2. what's the overview? Reasons for change: State mandated changes to courses and experiential learning requirement. updated faculty list for courses, and have updated course credit hours from 24 to 26. Numbers refer to numbered items on the attendant forms. #10: updated the faculty list. #15: updated the new methodology courses that are required by the State of Michigan for teachers. Both programs have 26 credits with the changes. #20: reasons for change: This updates the list of current courses in the Teaching Spanish Minor and it aligns with the curriculum changes in the Teacher Education program. The courses TE 409 and TE 503 satisfy new certification requirements for language teachers in the State of Michigan, including an experiential component for future teachers.

3. list each action separately:

4. summarize discussion of each or all, depending on how committee processed, including recommendations for changes, approval, or bounce back to unit. To make programs more accessible, might want to lower the credit hours. Two minor but important corrections to information in the documents. School of education sets the requirements, but offering the courses belongs to the CAL departments. Worry about students passing oral proficiency requirement with course hours. Part of the degree cost is the year of internship where students take graduate courses. Language proficiency is a national requirement. Voting on package which incorporates changes Senta suggested.

5. who motioned? Casey. who seconded? Senta. how did the vote go? Passed unanimously.