

Curriculum Committee Minutes November 11, 1997

Present: Bruce, R. Fields, Fikes, Goleeke, Hooper, Kline (Chair), Lupher, Mehlafl, Proehl, Bartanen, Washburn, Morgan, Ralls

Visitor: Yuko Tanaka

Absent: Barnett

Kline called the meeting to order at 4:00.

Minutes: **Fields M/S/P approval of the minutes for the meeting of 28 October 1997.**

Announcements: There will be no curriculum committee meeting on November 18.

Bruce asked that we revisit the 4:00 meeting time as it conflicts with Humanities lectures. Committee agreed to reexamine meeting time for second semester; Washburn will collate schedules of committee members in order that we can make a decision at the next meeting.

Science in Context Subcommittee Report: Fikes reported on the status of a course, The Social and Political Context of Field Archaeology, proposed by Professor Doug Edwards to meet the requirements of the science in context core. The course is proposed as a 5 week summer course for study abroad in Israel with sessions during the latter part of spring semester in which students will complete readings in preparation for the excursion to Israel.

Fikes reported that the committee was mostly positive about the proposal that they had some reservations, which had been outlined by Professor Mott Greene, current director of the science in context advisory committee:

1. The course will not be team taught
2. The course has the appearance of being strictly a field archaeology course and not expressly attentive to the rubric expectations of a science in context course.

As a result, the subcommittee proposed that the course be approved conditionally on a two-year basis. Prior to extended renewal of the course, the curriculum committee will review student evaluations and samples of student iterations of the third assignment outlined in the syllabus to determine if the course warrants permanent inclusion as a science in context class. Fikes cautioned that the proposal of follow-up evaluation measures for Professor Edward's course would not create a precedent for other science and context courses.

There was a great deal of discussion; **Bartanen M/S/P that the proposal be tabled until the committee could examine side-by-side Professor Edward's syllabi for this course and Edward's syllabus for field archaeology that students will also take during the Israel abroad.**

PE subcommittee report: The Physical Education Department seeks tacit approval for the removal of the BA degree in physical education. As a result of the retirement of Joe Peyton, the department has redrawn its strengths, which are more along the lines of exercise science. They are leading away from the sports/coaching model and moving in a medical direction toward the study of training and the science of healthy bodies.

This ultimately may mean that courses that apply to K-12 teacher certification in physical education will be dropped, but no proposal is yet in the works for dropping any courses.

Fields M/S/P with 1 abstention by Bruce.

Science in Context subcommittee for reaccreditation: Fikes reported on progress made by the Science in Context subcommittee to consider ways to evaluate student outcomes in response to

requirements for reaccreditation. The Science in Context Advisory Committee has already developed a survey to gather student opinions about the various Science in Context courses. In addition, the subcommittee proposed a possibility for measuring student outcomes. The committee proposed that as part of the final exam, students in Science in Context courses would be posed a scenario that involves a dilemma requiring scientific decision making. They would be asked to make a decision, provide subsequent evidence in support of their decision and justification for their decision. Other possible questions might include: How would you go about gathering more information to support your decision?

A rubric or template would be developed in which the evaluators could judge the following:

Are students making better use of scientific knowledge?

Are students making better use of the scientific method?

The committee proposed that each Science in Context team would be charged with coming up with a scenario/dilemma and that they would exchange scenarios for students in other Science in Context sections to answer.

The committee recognizes that this would not be done every semester and that support for completing such an evaluation would have to be provided by the university.

Discussion ensued and it was decided that questions about reliability, validity, and doability of these procedures would have to be addressed. It was decided that Kline would speak to John Finney and that the Science-in-Context subcommittee would meet with the Science-in-Context Advisory Committee to further discuss this and other student outcome evaluation possibilities.

Mehlhoff moved to adjourn and Kline adjourned the meeting at 5:00.

Respectfully submitted,

Heather E. Bruce