

**Minutes from Meeting**  
**3:00-4:30PM**  
**Rooms 2102 (Bloomington) and 3138B (Indianapolis)**

**Members Present:** Keith Barton, Elizabeth Boling, Terri Shockley, Beth Berghoff, Ben Edmonds, Alex McCormick, Luise McCarty, Marjorie Manifold, Karen Wohlwend, Thu Suong Thi Nguyen, and Katie Cierniak

**Members Absent:** Ghangis Carter, Robin Hughes, and Peg Sutton

**Staff:** Avital Deskalo

**Presenters:** James Damico, Barbara Dennis, and Elizabeth Boling

- I. Review and Approval of Minutes from April 1, 2014
  - *Ben Edmonds moved to approve the minutes from April 1, 2014, with the following changes: remove the sentence “the 24 credit hours in the middle of the program of study,” at the end of the agenda item A; change A. McCormick’s term to methods on page 3; on the last paragraph on item C, add “Barbara Dennis said that courses without a strong theoretical foundation would not be counted towards the inquiry core”; under discussion item A, change Campus Curricular Committee to Campus Curriculum Committee and change the description to reflect that it was decided that units need to verify that programs have approved the agenda items. E. Boling requested whether we wanted to require a vote. The committee said we don’t require a vote, but if approval was sought through a broadcast e-mail, we want to see a copy of that e-mail uploaded into the E-doc. In the “Notes” section of the E-doc, there should be the date the e-mail was sent out and a notation if there were any objections.*
  - *Alex McCormick seconded the motion.*
  - *All in favor.*

II. New Business

**A. Course Change Requests: L599, L600, L601, and L650**

J. Damico presented this agenda item. First, he went over a brief description of all the courses. L599 is a course that students will be required to take twice. It is equivalent to doing master’s thesis. In this course, the students will be working through the research process and essentially developing a pilot study and completing the pilot study the 2<sup>nd</sup> time they took the course. This course will be taken over a sequence of two semesters. L600 is a foundational course for students to develop knowledge within literacy studies. L600 is also a foundational theoretical course that covers diverse learning practices. L600 and L601 are a sequence. L650 is an internship course. Finally, L700 is a research methodology course.

Next, a discussion ensued regarding L650. L. McCarty asked how this internship course is different than another course. Specifically, the description does not talk about supervised experience in the field, according to E. Boling. L. McCarty also asked if the internship was guided or supervised. Is it similar to the H590 course? J. Damico said that this course represents the department's changing view of the course. It has been a course that has been an internship where a small group of students work with a faculty member and it is seen more broadly as a collective inquiry into the different ways research can be conducted. It is built from the research experience in 599. Also, this course gets students thinking about the range of positions and perspectives within LCLE. There is not a field experience.

The committee provided some suggestions for L650. A. McCormick suggested deleting the last "research" may make sense in the course description. According to J. Damico, some of the students in the course will be learning how to conduct research in their current professions. M. Manifold commented that the word "internship" implies something else; the students who would be taking this course are already at their job, not a separate internship. B. Berghoff asked if this course could be created as a new course. L650 currently exists as an internship and this course change would be a reconceptualization of the course. If the course change were approved, people would have to teach it the way it is described in the bulletin. It may need to be a new course and a new number. K. Barton mentioned that this course has multiple changes, including changes to the course description, credit hours, and perhaps the title. The rationale for the course needs to change as well, according to one of the members. Also, #11b should be blank. The committee also wondered about #19b and #19c. E. Boling said she was unsure when the practice of writing 99 credit hours began. In the future, this committee could ask for a more realistic number but for now it can stay as 99 credit hours.

The committee decided to table L650 for further clarification. J. Damico will meet with the faculty and discuss how this course can be more like an internship that he envisioned for the Online Ed.D. Program, which would lead to a new course, or he will decide if he will keep the course as is and pursue a course change request. K. Barton added that if he were to keep with the course change request, the changes would apply to all L650 course offerings.

Next, the committee reviewed the other four courses. K. Barton asked for clarification on item #21 for all the courses; he inquired if these courses will only be offered online now, and not face-to-face? J. Damico stated that the courses will be offered both ways. He added that he is requesting permission to teach the courses online, but he does not want to eliminate the "face-to-face" option. Since J. Damico is simply adding the online option, he will have to go back to each course and check all that apply for #21 instruction mode. If L650 will remain as a course change, #21 will need to be changed on that form as well.

At the end of the discussion, K. Wohlwend stated that the program was recently approved with L650, so she would like to know if that has an impact on the students programs of study. E. Boling said that the departments are aware that students may need an exception in their programs of study.

In summary, the committee will vote on L599, L600, L601, and L700. L650 will be tabled.

- *Marjorie Manifold moved to approve the course change requests for L599, L600, L601, and L700 with the following changes: “online” will be added to the instruction mode under item #21, but it will not be “online only.”*
- *Luise McCarty seconded the motion.*
- *All in favor.*

**B. New Course Requests: Y624, Y673, Y633 and Course Change Request: Y615**

B. Dennis presented this agenda item. She presented 3 new courses and 1 course change. B. Dennis explained that the new faculty member Dr. Jessica Lester is developing a qualitative sequence related to discourse methodology. These courses (Y624, Y673, Y633, and Y615) will help develop the strand. B. Dennis provided the committee with a diagram of course sequences. She indicated that there are 3 entry points: Y611, Y612, and the new Y615.

The faculty would like to make Y615 an introductory course and make it an entry point into the qualitative strand. There won't be a prerequisite and this course will introduce students into qualitative research. She is proposing changing Y631 to Y615; it used to be considered an advanced course where Y611 or Y612 would be required first. Y615 will start broader but will end at critical discourse analysis. The idea is to give a general overview but then actually narrow down to critical discourse. Y624 is Dr. Lester's area of specialization; it will cover discursive psychology approaches. Y673 is a new course that will complement a set of philosophical methodology courses. Furthermore, this course will correspond nicely to the discourse strand. Y633 is a feminist theory course; this course has been taught as a special topic for 6 years. It is quite popular and the faculty decided that it can stand alone as a regular course and doesn't need to be offered as special topic. It will have Y611 or Y612 as prerequisites.

Committee members raised a discussion about Y615. K. Wohlwend is worried that the critical parts may deter students from taking this course; they may want something more generic. She wondered if it would be beneficial to mention the critical discourse at the beginning of the course description. B. Dennis said that the faculty members are moving to a critical inquiry program and the coursework is building up to the critical discourse. E. Boling was concerned about accuracy in the bulletin description; she thought that the description should be broader. Barbara Dennis will take Y631 back to discuss with her colleagues on whether they will change the description or add critical discourse to the title.

Next, the committee members looked at the other three courses. K. Barton asked what the difference was between Y624 and Y673. They are both methodological theory and analysis courses, according to B. Dennis. They should complement each other. She added that someone could take Y624 and never take Y673, but the courses co-inform each other. One member stated that as Y673 is written, it describes discursive psychology; this member wondered if the Y673 description should end with a description of discursive psychology, since people do not know what that is. B. Dennis will move the discursive psychology sentence to the end. Another member suggested that the sentence, “Students will explore the theoretical principles and epistemological bases for engaging in discourse methodology,” should end with “for engaging in for engaging in discourse methodology, from a discursive psychology perspective.” B Dennis will change that as well.

K. Barton suggested a change for the course description for Y624. He suggested changing the first sentence “this course is to provide” to “this course provides.” There are no changes to Y633.

L. McCarty asked if B. Dennis has checked with the Psychology Department. B. Dennis said that the inquiry faculty checked and the psychology courses do not cover anything with discursive psychology; the classes are more experimental (e.g., cognitive psychology). She has not had a conversation with the psychology faculty.

In summary, the committee will vote on Y624, Y673, and Y633 today. The course change request for Y615 will be tabled. If the course change doesn't go through until after students enroll, it will be a topical course. The Graduate Studies Committee will send a memo that they are OK with this change. The courses will go to Policy Council in the fall.

- *Luise McCarty moved to approve the new course requests for Y633, Y624, and Y673 with the following changes: for Y673, the course description should read, “Students will explore the theoretical principles and epistemological bases for engaging in discourse methodology, from a discursive psychology perspective. Students will examine theoretical texts and the ideas that compel researchers who are committed to discursive psychology. Discursive psychology is a theory of language as action that explores how psychological constructs are made visible in talk and text.” For Y624, change the course description in the first sentence to “this course provides.” Y633 is approved as presented*
- *Ben Edmonds seconded the motion.*
- *All in favor.*

### **C. Course Change Request: J700**

The course change request for J700 was approved in error at a previous agenda meeting. It is currently in remonstrance. This committee is voting on the course today to provide documentation that this committee approved it. J700 is a course for AIs who

are teaching in Teacher Education. This course was fixed at 1 credit and the change is to make it fixed at 3 credits. The description was changed but it is still very similar.

- *Ben Edmonds moved to approve the course change request for J700, as presented.*
- *Luise McCarty seconded the motion.*
- *All in favor.*

III. Discussion Items

- A. **Dissertation of the Year Award:** P. Sutton will announce the recipient later this week.
- B. **Dean's Fellowship:** The Dean's Fellowship was presented to three students in CEP. An offer for the 4<sup>th</sup> fellowship was not provided to a student in C&I. E. Boling will look into whether this candidate did not meet criteria or if the candidate declined the offer.
- C. **Qualifying Exam for Minor:** This item will be tabled for next year.
- D. **Graduate Program Reviews:** The committee will look at the program reviews in the fall. E. Boling was asked by the Dean's Office to look at reviews from previous year and have programs indicate if they have taken any action on the reviewers' recommendations.
- E. **Agenda items for next year:** There was some confusion regarding who should have input on program decisions (e.g., department vote for course requests or proposals). T. Nguyen thought that the responsibility of the vote would lie with the faculty within the degree programs at the associated campuses. However, E. Boling understood that the Campus Curriculum Committee to be core-campus, so the responsibility would not be campus-specific. The committee will address this question in the fall.