

FCCA Meeting
Minutes
October 20, 2011
C430

Present: Martyn De Bruyn, John Casey, Michele Kane, Mark McKernin, Janet Pariza, Chuck Pistorio, Paul Schroeder-Rodriguez, Ken Voglesonger

Absent: Nont Dhiensiri, Brad Greenburg, Essam Elshafie

Ex-Officio: Frank Provost and Janice Haring-Hendon

Meeting called to order at 3:07 PM by vice chair Mark McKernin

1. Minutes approval pending minor revisions (C. Pistorio, M. DeBruyn)
2. Chair's report. M. McKernin reported that Marcelo Sztainberg will not be attending today's meeting to report on the Graduate College Reorganization Task Force.
3. Provost report—L. Frank wished to delay his report until later in the meeting.
4. Curricular review—M. Kane reported on proposals before the committee.

Motion was made to approve the above (J. Casey, K. Voglesonger). Motion passed.

SWK 313- Child Advocacy Studies- Evaluation and Assessment

1. Course description = 137 words
2. Routledge is the correct spelling of publisher
3. Academic Integrity Policy (page 3) – some grammar and word usage problems.
4. List of assignments – confusing.
5. Recommendation – put all assignments, points, and grading scale on one page, organized into a single category.
6. Case Staffing Presentation (page 4) – Second sentence is not clear at the end.
7. Include all due dates for all assignments. Quizzes, reflection papers, etc. are listed, but don't seem to list dates due.
8. Missing ADA policy.
9. Include grade scale (i.e. 90%-100%=A, etc.)

There are 2 different lists of assignments and point values—this seems inconsistent.

GRADING:

1. CASE STUDY PAPER: 40 POINTS
2. INTERVIEW WITH A PROFESSIONAL ROUNDTABLE PRESENTATION
20 POINTS
3. MOCK ASSESSMENT INTERVIEWS: 60 POINTS
4. CASE STAFFING PRESENTATION: 40 POINTS
5. PROFESSIONALISM: 40 POINTS

AND:

- o 35% - 3 Quizzes
- o 15% - Class Participation
- o 15% - Reflection Paper #1
- o 20% - Reflection Paper #2
- o 15% - Agency Paper

Approve with minor changes:

[WLC SPAN 370 Seminar on Don Quixote, 3 cr, new](#)

Missing ADA policy

Grading – include the point value for each of the assignments/tests and participation. Include range of points with grade percentages

WLC 200P Introduction to Polish Culture, 3 cr, new

Grading – include the point value for each of the assignments/tests and participation. Include range of points with grade percentages.

Biology 368 Genomics and Proteomics (300 level for Graduate Credit)

- The grading rubric provides 605 points to the class corresponding with the undergraduate grade assignments A: 605-544 (100-90%); B: 543-484 (89-80%); etc.
- However the graduate student grade assignments start at 655 points. The “fifty point problem based learning exercises” for graduate students should be incorporated into the grading rubric.
- University language regarding the ADA and Academic honesty can be incorporated in the policy statement.

WLC SPAN U.S. Latina/o Literature and Culture

- The academic honesty information on the syllabus refers to GVSU (Grand Valley State University?). It should refer to NEIU’s academic honesty policy.

University language regarding the ADA can be incorporated in the policy statement

JUST 391-3 Independent Study in Social Justice

- University language regarding the ADA and Academic honesty can be incorporated in the policy statement.

-Since almost everything is negotiable it is not really clear what we are approving. There is no list of topics, or any indication of how the student will be evaluated. Even the grading scale is negotiable! The proposal is an empty shell, but maybe that is a good thing for an independent study?

Missing ADA statement

CHEM 306M Principles of Toxicology

- The percentages under the list of student assignments & weights needs to add up to 100%

ENGL 491 - The Sonnet - Not just a love song

- Adding a rationale for offering the course
- Shorten the course description. The course description is 155 words long, and the limit is 100.
- More specific attendance policy.

CHEM 306M Principles of Toxicology

- The percentages under the list of student assignments & weights needs to add up to 100%

Approve as submitted:

[JUST 392 Independent Study in Social Justice, 2 cr hr, official](#)

[JUST Student Independent Study Contract 052511](#)

[JUST 393 Independent Study in Social Justice, 3 cr hr, official](#)

[JUST 343 Conflict Transformation, official](#)

For the AFAM program modification:

Approve the modification.

Master of Arts in Gifted Education program modification:

Approve the modification.

PHYS Program Modification

Approve the modification.

M. De Bruyn raised a question about JUST 393 Independent Study in Social Justice, asking if the committee needed to determine some parameters for courses that are offered for independent study. The proposal seemed to have the wording *to be arranged with the student* in every category. He asked for clarification about what is required for proposed independent study courses. Some discussion ensued about the independent studies and tutored studies. There seems to be some confusion about what constitutes an independent study and what is required for an independent study proposal. A contract was submitted with the proposals that clarified things for the curricular review committee, and the committee decided to address the issue of standard requirements of independent study in new business.

5. Old Business: M. McKernin asked that we table old business to make room to discuss the TESL LING request for mediation.

M. McKernin distributed a mediation proposal from Linguistics-TESL and the FCAA motion in response to the presentation of the mediation in May, 2011. The CAS AAC mediation states that TESL and linguistics proposals apply to different domains of the Illinois State Board of Education (ISBE) Requirements for English as a Second Language (ESL) Endorsement (http://www.isbe.net/certification/html/esl_endorsement.htm.) The FCAA responded in a motion that (a) did not approve or reject with the proposed division between domains of the endorsement requirements between linguistics and TESL and (b) asked that the COE review the mediation and that linguistics bring its courses meant to qualify for the ESL endorsement through governance. J. Pariza asked why TESL is housed in CAS rather than in COE; there appears not to be a good answer to this question. Approval of the TESL minor and three new courses are being held at the college level until the CAS AAC hears from the FCAA regarding the mediation proposed by the CAS AAC. The comment was made that if FCAA agrees to restrict the eligibility of courses from one program fulfilling a state requirement, the decision may not be in the best interests of the students. It was further commented that this type of restriction by governance has not been made in the past. It was further commented that informing students fully on the facts of what is required for an ESL endorsement needs to be done by both programs consistently.

M. McKernin suggested that the committee will address this topic again at the next meeting

7. New Business—clarification of independent study tabled

8. Announcements—none

Motion made and passed to adjourn (P. Schroeder-Rodriquez, M. Kane) at 4:07 PM.

Respectfully submitted,
Janet L. Pariza