



MINUTES
COLLEGE OF ARTS CURRICULUM COMMITTEE

March 8, 2024
9:00AM - Microsoft TEAMS

PRESENT: Aimee Brown, Geetanjali Gill, Keith Harms, Vanessa Krahn, Dana Landry, Maria de Luna, Elaine Newman, Parjad Sharifi, Linda Pardy (Co-chair), Tara Kaszonyi (Recorder)
REGRETS: Michael Batu, Lolehawk Buker (Co-chair), and Melanie Opmeer
Andrea Hughes, Madison Pesowski, Carey DeMichelis, Rhonda Snow, Wayne Podrouzek, Andrea Albonico, Valentina Proietti, Tracy Porter, Jennifer Deon, Eric Lee, Trevor Embury, Jenia Siemens, Mary Stewart, Samantha Hannah, Renate Johnson, Rashad Mammadov, Tina Sangha
GUESTS:

1. WELCOME from the CHAIR

1.1. Land Acknowledgement

2. FOR APPROVAL

2.1. Adopt the College of Arts Curriculum Committee Agenda for 8 March 2024.

MOTION:

THAT CACC adopt the agenda for 8 March 2024 as presented.

K. Harms & M. de Luna

CARRIED

2.2. Approve the College of Arts Curriculum Committee minutes of 9 February 2024.

MOTION:

THAT CACC approve the minutes of 9 February 2024 as presented.

G. Gill & D. Landry

CARRIED

3. FOR DECISION

**3.1. PSYC 221, 250, 302, 303, 325, 326, 351, 355, 356, and 357 (course revisions)
Presented by Andrea Hughes, Madison Pesowski, Valentina Proietti, Carey DeMichelis, Rhonda Snow, Wayne Podrouzek, and Andrea Albonico**

Global Feedback:

- Calendar Descriptions:
 - Ensure they are written in active voice and from a student centered perspective.
- Learning Outcomes:
 - Revise the Learning Outcomes to have the verb at the beginning of the sentence.
 - CACC noted a repetition of learning outcomes across the upper-level courses and recommends modifying LOs to ensure there are distinct LOs for each course.
 - CACC recommends that PSYC connect with Samantha Hannah to finesse the reoccurring LO about APA citation style.

PSYC 250

- Calendar Description: Lifespan is used twice. CACC suggests using an alternative word for one instance or further description.

PSYC 302

- LO#3: PSYC has confirmed that they will reword this LO to start with an active verb.
- Recommended Evaluation Methods & Weighting:
 - CACC noted that the memo mentions Indigenization in this area. However, Indigenization could be more clearly reflected in the course outline.
 - For example, a statement could be added in the assignment details.
 - CACC also encourages PSYC to continue to look at ways they can work in alternative assessment methods to exams, but recognizes that exams are standard practice for the discipline.

PSYC 303

- LO#4: CACC suggests moving the word *evaluate* to the beginning of the sentence.

PSYC 325

- Please review calendar description for active voice and ensure it is written from a student centered perspective.
- LO#1 & LO#2: Both have two verbs. CACC suggests that these could be broken out in to separate LOs for each verb or one verb removed, depending on what is being evaluated in the course.

PSYC 351

- Housekeeping: Please remove the notes and highlights from the memo.
- Course Frequency: PSYC confirmed should be updated to two-times-per-year

PSYC 355:

- LO#2: CACC suggests removing *understanding of*.
- LO#3: Revise to *Apply methodologies* or *Use methodologies*.
- Course Frequency: PSYC confirmed should be updated to two-times-per-year

PSYC 356:

- LO#1: Has two verbs. Please break into two learning outcomes or remove one verb, depending on what it is being evaluated.
- Calendar Description:
 - Write from a student centered perspective.
 - CACC also suggests removing sentence one or elaborating further to contain information aside from the course title.

PSYC 357

- Prerequisites: Please confirm with Chantelle (SCMS) if SOC 255 is having its crosslists removed.
- LO#1: The second verb (apply) can be removed.
- Suggested Readings: Examples of the Indigenous scholars' readings that are spoken to in the memo should be included in the outline.
- Update LOs to numbers instead of bullet points.

MOTION:

THAT CACC approve the changes to PSYC 221, 250, 302, 303, 325, 326, 351, 355, 356, and 357 with recommended revisions.

P. Sharifi & K. Harms
CARRIED

**3.2. GD 101, 102, 157, 203, 204, 281, 303, 450, and 498 (course revisions)
Presented by Jennifer Deon, Eric Lee, and Trevor Embury**

Global Feedback:

- Housekeeping
 - For the charts on the memos, CACC agrees with GDD that these should be updated to the new institutional learning outcomes, so the courses are as current as possible.
 - All comments can be removed from the memos and course outlines. Track changes should remain on the course outlines only.
- Learning Outcomes:
 - Update all LOs to #s instead of bullet points.
 - Review all LOs to ensure they start with an active verb.
- Calendar Description:
 - CACC suggests updating the note about the Adobe Subscription to *Adobe CC subscription is included in the class fees.*
 - Revise to be written in active voice and from a student focused perspective.
- Course Content and Topics:
 - Try to limit the course content to 5 or 6 major topics.
 - A weekly breakdown or list of assignments can go on the syllabus.
- CACC and GDD had lengthy discussions about how to reflect the Indigenization and decolonization work that GDD is doing in their classes on their course outlines. GDD's memos speak to Indigenization. However, CACC recommended that they also reflect this in their course outlines.
 - GDD noted that their content is technical and Graphic Design exists within a colonial system, but they try to critique this system in their classes. CACC recommended that they address the fact that it is colonial in their memos and could even add a learning outcome about critiquing the current system/ practice.
 - CACC member, Aimee Brown, offered to share examples from Visual Arts recent course revisions. GDD will contact Aimee for examples as needed.
 - Other CACC suggestions include:
 - Ensuring Indigenous artists or designers are included.
 - Adding LOs related to Indigenization or Decolonization
 - Contacting Lorna from TLC for advice

GD 101

- The Scheduled Lab Hours should be ticked as YES.
- LO#2: *Identify* could be changed to *identification*.
- Assignment Details: *Project 1* listed multiple times

GD 102

- LO#6: The verb (*reflect*) should be placed first in the sentence and the word *critically* can be removed.

GD 157

- Calendar Description: The note about basic computer knowledge may be brought up at UEC. CACC advises GDD to be prepared to speak to it.

- Meeting dates on outline need to be updated
- The Scheduled Lab Hours should be ticked as YES.
- Course Details: Remove the note about the course being a special topic.

GD 203

- The Scheduled Lab Hours should be ticked as YES.

GD 205

- LO#4 and #5: CACC suggests that these LOs could be revised to more explicitly describe the principles of Indigenization and EDI.
 - For example, LO#4 could be revised to *Identify appropriate media to communicate in a time-based environment, including non-western and Indigenous meanings of time.*

GD 204

- The Scheduled Lab Hours should be ticked as YES.

GD 450

- Recommended Evaluation Methods & Weighting: Since the Field Experience will be on-campus and during class hours, CACC advises changing to Holistic Assessment
 - Typical Structure of Instruction Hours: Remove Experiential (fieldtrip)
- Project Details: This adds to 80%, but the assignments are weighted at 70%

GD 498

- Memo: CACC agrees that the course title can be updated to new course title
- Course outline will need a note that this course can be taken more than once and the course needs to be set-up in Banner to allow it to be counted more than once.
- Practicum Course Hours: Most CoA practicums are being updated to include 20 hours of lecture/ seminar, as well as the 80 practicum hours. This allows the students to receive credit and be paid.
- LO#5: Has 2 verbs. Please either pick one verb or break into two LOs.

MOTION:

THAT CACC approve the changes to GD 101, 102, 157, 203, 204, 281, 303, 450, and 498 with recommended revisions.

K. Harms & D. Landry

CARRIED

**3.3. Graphic & Digital Design Diploma and Major
Presented by Jennifer Deon**

MOTION:

THAT CACC approve the changes to the Graphic & Digital Design Diploma and Major as presented.

K. Harms & A. Brown

CARRIED

**3.4. HALQ 101, 102, 201, and 202 (course revisions)
Presented by Mary Stewart & Samantha Hannah**

HALQ 101:

- LO#1: CACC suggests swapping the word *practice* for *pronounce*.
- LO#3: CACC recommends breaking this into two learning outcomes. For example:
 - Write language correctly
 - Identify features in the spelling system

HALQ 201

- Calendar Description: CACC recommends the last sentence be revised to *Students examine and practice new grammatical sentence patterns using oral, written, and reading approaches.*

HALQ 202

- CACC noted the Lab Hours should be checked as YES

MOTION:

THAT CACC approve the changes to HALQ 101, 102, 201, and 202 with recommended revisions.

D. Landry & K. Harms

CARRIED

**3.5. CMNS 140, 235, 335, 345, & 399 (course revisions)
Presented by Rashad Mammadov**

Global Feedback:

- CACC recommends that all calendar descriptions are revised to be written in active voice and from a student focused perspective.

CMNS 140

- CACC appreciates the lack of prerequisite for CMNS 140, as it could be appealing for many programs and students.

CMNS 345

- Learning Outcome: Change from bullet points to numbers
- LO#2: CACC recommends swapping the word *dacum* for *prepare program curriculum map, program plan, and proposal.*
- LO#3: CACC suggests changing to *Use a variety of learning domains and learning cycles in lesson/workshop design.*
- Course Content and Topics: This list can be reduced to just the unit headings and an additional topic related to building a lesson plan can be added.

CMNS 399

- Course Content and Topics: Please add a note that this is an example of a topic.

MOTION:

THAT CACC approve the changes to CMNS 140, 235, 335, 345, & 399 with recommended revisions.

D. Landry & P. Sharifi

CARRIED

4. ADJOURNMENT and NEXT MEETING

**4.1. Next CACC Meeting: May 3, 2024
9:00 a.m. to Noon (MS Teams)**

4.2. Adjournment - 11:30 a.m.