**CURRICULUM COMMITTEE**

March 3, 2014

Present: Ayers, Grimland, McCandless, Miller-Francisco, Oline, V Smith, Simpson, J Smith, Walsh

The meeting began at 10:34 a.m. The minutes from the February 24 meeting were accepted.

Oline told the committee he had just forwarded to them the revised House Experience proposal and cover letter, and the committee would discuss the revision later in the meeting. The Faculty Senate had requested revisions to the proposal.

Miscellaneous curriculum changes

ED 340 (Child and Adolescent Development): this new course was approved earlier by Curriculum Committee. Faculty Senate did not approve the course because it was said that psychology had a course with the same number and title, but this is not accurate, as the psychology course has a different course number. Department chairs of both departments believe the course can go forward as proposed, so it will be taken back to Faculty Senate for approval.

MUS 460: the department wants to remove all the prerequisites (MUS 360, 361, 362) to increase enrollment and diversity in the course. Curriculum Committee believes a 400-level course should require, at a minimum, junior or senior standing. Grimland said it’s not appropriate to renumber MUS 460 to a 300-level course, because it’s a split 400/500 course. She added that MUS 460 would be isolated from the chronology of the MUS 360, 361, 362 courses, so it’s not imperative that the MUS 360 sequence be taken first; the hope is that the course will become more accessible to students outside the music program, and that MUS 460 is more like a Topics course. Grimland/Ayers moved to approve the removal of the prerequisites from MUS 460, but to add a restriction of junior or senior standing. The motion passed 6Y/0N/0A.

MUS 355: the course will no longer be cross-listed with EMDA/ART 365. V Smith/McCandless moved to approve this change; the motion passed 6Y/0N/0A.

BA 499: V Smith/Miller-Francisco moved to approve the addition of BA 353 as an alternative to the BA 385 prerequisite; the motion passed 6Y/0N/0A.

Musical Theatre Studies

After the Curriculum Committee reviewed this proposal several weeks ago, the catalog text was revised to remove references to “program”. Simpson said the catalog shouldn’t be used as a marketing tool; however, V Smith said there is value in having our programs mentioned in the catalog, because it increases the likelihood that it will be found through search engines. The committee discussed whether it is advisable for the catalog to list academic programs that don’t lead to a major, minor or certificate. The Curriculum Committee recommends that programs like this not be listed as regular major/minor/certificate programs, but instead can be listed as text within the introductory information for an academic program. (This would also apply to the Dance Studies program that was earlier approved by Curriculum Committee; it should be listed within text for Performing Arts and/or Theatre Arts, but not in the list of majors/minors/certificates.) A bolded sentence will be added to the Musical Theatre Studies text that says the courses do not lead to a major, minor, or certificate. Ayers/Miller-Francisco moved to accept the revised Musical Theatre Studies proposal, with the addition of the sentence stressing that the courses do not lead to a major, minor, or certificate, and that the information be placed appropriately in the catalog; the motion passed 6Y/0N/0A.

Psychology

The course title for PSY 406 will change from Teaching Assistantship to Instructional Aide; title is changing for PSY 506 as well. There were some other miscellaneous minor changes for the psychology catalog section. Ayers/Grimland moved to approve the changes; the motion passed 6Y/0N/0A.

Revised House Experience proposal

Ayers provided a cover letter for the revised House proposal, to act as a summary for the proposal. Ayers gave an overview of the approval process, cohort models used elsewhere, and short-term and long-term goals. She recommended that a sub-committee from Curriculum Committee and University Studies Committee be formed to review the House Experience and revised general education proposals.

Walsh said the USEM model has worked well. Course learning outcomes are approved by the University Studies Committee, but as along as the learning outcomes for the courses are addressed, each individual faculty member’s course does not need to get University Studies Committee re-approval for each section taught.

Oline asked the committee to review the revised House Experience proposal sent earlier, and to send him feedback and decisions by Wednesday morning. He plans to take the Curriculum Committee’s decision to the next Faculty Senate meeting.

The meeting adjourned at 12:00 noon.