**Curriculum Committee**

Friday, February 3, 2017

**Present:** Andrew Gay, Vincent Smith, Tim Becker, Susan Faller-Mitchell, Emily Miller-Francisco; MaryAnn Neely, Karen Adams

**Guests:** Dan Morris

The Meeting began at 10:00 am.

**Minutes from 1/27 Meeting**

The minutes from the January 27th meeting were accepted as written.

**Foreign Languages and Literatures**

Dan Morris discussed the proposed changes in Foreign Languages and Literatures. He said the changes proposed in FLL are fairly simple and cosmetic. For SPAN 311 and 312 the changes propose removing language saying that they are for majors only. That language was included when there were Spanish majors, but it is just cumbersome now, and we have a lot of minors for whom this becomes a problem.

Becker asked if someone comes in with other major and wants to take the class, do they have to take a test? Morris said no, not if they have the prerequisites, but they already have to have a certain level of proficiency to get into SPAN 310, which students have to take before 311 and 312.

Smith/Becker moved to accept the proposed changes; the motion passed 5Y/0N/0A.

**International Studies**

Morris discussed the International Studies proposed changes as well. He said he had a discussion with Dan DeNeui about GEOG courses currently included in the International Studies requirements. DeNeui indicated that only GEOG 107 (changing to SOAN 107) is likely to stay in the catalog. Morris told the Committee that if those Geography courses were to remain, IS would be happy to keep them. Faller-Mitchell asked if GEOG 107 is being taught every term, and mentioned that it’s a required course for Education majors. Smith said he did not believe so; it is currently being taught by RCC instructor Serena St. Clair.

Ayers mentioned that USEM has candidates coming in, at least one of whom has a Geography background. Smith said Environmental Science and Policy also has candidates coming in who might be able to help cover some of the classes previously taught under the GEOG prefix.

Curriculum Committee noted their awareness that GEOG prefix could switch to align with what’s being taught on campus.

Neely raised an issue regarding the Latin American minor: some courses listed are topics courses where the topic needs to be relevant to Latin America. DegreeWorks needs to add an attribute when that’s the case for topics courses so that they’re credited to the minor. Morris said we could select titles that have been taught in the past and have that attribute added, and also try to stay ahead when we know courses will be taught that should count for that minor.

Miller-Francisco/Becker moved to accept the proposed changes; the motion passed 5Y/0N/0A. (Morris departed the meeting)

**Environmental Science and Policy**

Vincent Smith discussed the proposed changes for Environmental Science and Policy. He said they propose to add the new course ES 100 in response to complaints from students that they don’t go outside of the classroom enough, and also because students are required to do a capstone, usually with federal agency, but they don’t have opportunity to network with those agencies. This new course will better prepare them for that reality and allow them to make some connections. It is designed for students coming into the major. Students will meet people at the various agencies, the forest service, etc., and also take trips to places like Crater Lake. It will introduce them to the process so they’re informed when they apply for jobs later. Smith said that he expects that there will be more courses like this coming in the future; one example might be a 200 level course about the Park Service where students would visit parks. ESP is also looking at possible 2 credit courses that are 1 week long. He also mentioned that ES 327 used to be taught as a lab course, but there’s no need to have the lab anymore, so they propose removing ES 327L. He said there are some additional courses being deleted that the lack of human resources will not allow us to teach anymore. In the case of ES 457, there is no longer any need for a course introducing people to global positioning systems.

Gay asked about ES 327 and if it is currently taught as a 3 credit course with a 1 credit lab. Smith said it has always been taught as a 4 credit course.

Becker/Faller-Mitchell moved to accept the proposed changes; the motion passed 5Y/0N/0A.

**Computer Science**

Because proposed changes in Computer Science are very minor, they were considered by the Committee without the Program Chair needing to be present. Both proposed changes related to prerequisites. One change involved adding MTH 252 as a prerequisite for CS 469. This change was replacing an earlier proposal by the program to require students taking CS 469 to be CS majors. Because it sounds we’re moving away from pre-majors, students are now likely to declare a CS major earlier in their program, so that requirement would not serve as well. Neely explained that the University is moving away from pre-majors, which are not coded in DegreeWorks. Ayers suggested that it is something that should be discussed at a future Directors meeting; some students will stay a pre-major until they go to graduate and learn that they need to declare a major.

Smith asked for clarification of the proposed change to the prerequisites for CS 452. The change proposes keeping CS 411 as a prerequisite for CS 452 but removing the note that would allow students to take the two courses concurrently.

Smith/Becker moved to accept the proposed changes; the motion passed 5Y/0N/0A.

**Discussion of Majors**

Smith asked about how people become a major. He noted that other people are making students pre-majors in his major. Ayers said University Studies has had a similar issue, with programs approving University Studies courses that haven’t been approved by the University Studies Committee yet.

Smith said he’s happy to have more majors in his area, but he should be notified. Neely said that in Banner there’s no way to prevent people from doing this, but maybe there’s training needed. Ayers said it has to be self-monitored; we’re trying to set a boundary. Smith noted that Chairs have access to everything in Banner and could really screw something up. Neely mentioned that those are both homegrown forms, and as we move forward to the new version of Banner there will be a review and there may be more policing.

Gay said when we convert pre-majors to majors they automatically get an advisor. Sometimes he gets kicked off as the advisor and replaced with a USEM or House instructor. Ayers said yes, that has happened but it is done with the best of intentions. She said we do all that by hand and we don’t know what we don’t know; if we know that the program wants the USEM advisor as secondary advisor that’s what we’ll do.

Ayers said we’re working on a pathways piece as part of Reimagining the First Year, and that should help. We have pulled all of the advising sheets and now we’re working on making sure the sheets reflect what’s actually needed.

**Course Modification**

Gay said it seems the Committee members agree that handbook language is vague and we need to create a standard for how to determine whether a course has fundamentally changed. He asked for thoughts on that.

Ayers said as we align learning outcomes with what’s really happening in courses, it reminds me of the conversation we had with CCJ about the purpose of the course. When courses are shifting in their learning outcomes and how they fit into the curriculum, that’s when they need to go forward as new courses. The intent is to make sure that we accurately reflect what is happening in these courses.

Adams said the grey area for her with regard to the CCJ course is whether it is considered a significant shift when one course’s content is being added to another course. Ayers said that the situation in that case is a bit unique. There’s an alignment within the curriculum so that it makes sense to go from 271 to 371 in the same content issue. However, it’s an elective anyway, so if it needs to be renumbered that shouldn’t be such a problem.

Gay said he would want to understand what drives that number change. We need to be able to justify a number change if we’re going to risk confusing students. Is the change so significant that it’s necessary to risk having some students risk getting confused. Adams said her sticking point was if a student took CCJ 371 two years ago, which is not a repeatable course, but they want credit because the content has changed enough to mean they should get credit for both times.

Smith said that the fundamental question is who gets to decide. Ayers said it’s hard to determine what the tipping point is; if we can define something that would help provide guidance so they know what the threshold is, that would help. It’s been loose for years, CC hasn’t gotten into that level of the weeds until the last couple years.

Gay said the current handbook says “In some cases, the Curriculum Committee will ask for further information to explain changes in credits, or if the course is substantially changed, the committee may ask that the course be submitted as a New Course.” It doesn’t define substantial, and it says regarding courses with substantial changes that Curriculum Committee “may” ask that the course be submitted as a new course. Ayers said it sounds like it depends on the mood of the Committee. Smith suggested that the Committee can develop something like a guide or process to avoid the subjectivity, maybe a list of things to check off, so that if 4 of 5 are checked, it should be made into a new course, for example. Even so, it’ll still ultimately be qualitative in nature.

Ayers said it can be a lot of work for faculty to take on proposing a new course.

Gay mentioned that renumbering also has some loose language in the manual.

Adams said a series of questions or criteria would be helpful. Ayers said it’s also an issue if students come in with the equivalent course; they don’t get additional credit but may see their GPA go down if they get a lower grade.

Gay asked about the status of finding a student to participate on Curriculum Committee. The Committee will contact Deborah Rosenberg to ask about having a student representative.