**Curriculum Committee**

Monday, February 12, 2018

**Present:** Andrew Gay, John Sollinger, Emily Miller-Francisco, Laura Jessup, Anna Oliveri; Jody Waters, Lee Ayers, MaryAnn Neely, Katrina Highland.

**Guests**: Rene Ordonez, Hala Schepmann, Greg Miller, Pavlina McGrady.

The meeting began at 9:30am.

The minutes from the February 5 meeting were accepted.

**CHEMISTRY**

Greg Miller and Hala Schepmann discussed the proposed changes in Chemistry. Miller said the changes fall into a few categories – Biology has asked Chemistry for a few changes to make what Biology students take in Chemistry fall more in line with what Biology thinks they should take. The changes also include some modifications to restructure and free up faculty FTE to more thoroughly participate in general education. The program also tried to address the fact that students in some of their degree programs would be better served by different experiences; they added some lab classes and removed some classes that didn’t seem to be serving students well. Schepmann said the program looked at some low-enrollment upper division labs and added some upper division lab requirements for pre-health students. This should help the students pursue their field of study and help with the low enrollment issue in some upper division labs. Looking at the computer applications lab, it was tied to the first quarter of physical chemistry, but the program decided to alter the computer applications, and now it will probably be co-taught. Some additional changes are just to clean up the curriculum. Waters mentioned that last year there was some significant work done to clean up the curriculum and it’s good to see that effort being made.

Gay asked about the computer applications course, CH 371, and the proposal to reduce its credits by 1 credit. Miller said this relates to the lab being uncoupled from physical chemistry. Students were getting a fairly narrow interpretation of how computers can help in the field, so the program decided to uncouple the lab and expand its breadth. Reducing the number of credits will save our students time and the faculty said they felt they could cover what they want in 2 credits. Schepmann said the program also wanted to make sure students have lab skills that will help make them more employable, so that’s why they propose removing the CH 371 requirement from the Chemistry BA and adding CH 425, which focuses on lab skills. Gay noted the different description proposed for CH 371 and asked if it is essentially the same course. Miller said it is the same course in spirit. He said the way it’s been taught has focused more on programming, not as much on the analysis of data. The description was written in a general way, so it’s similar. Waters said she suspected a new course proposal will be needed. She said the credit change would be okay if there were no significant change in content. Miller asked if that would mean doing away with CH 371. Waters asked if it would be suitable as a 4 credit class with additional content. Schepmann said going up to 4 credits would be a considerable burden on Chemistry students, who already take a lot of credits and in addition spend a lot of time outside of class in labs and recitations. Highland said the key question is if a student took the new iteration of CH 371, should they get credit twice. Schepmann said the majority are seniors when they take the course, so there’s little chance they would take it again. Miller said the previous instructor treated the course basically as 10 weeks of programming, which is not the way it was written, but fit into his comfort zone. Now that it will be taught by a different physical chemist, there will be different applications our students need to know about, so the program would be okay with it counting again. It will have the programming component but also additional material.

Highland noted that the proposed prerequisites for CH 350 include quite a bit of language about how student can or cannot take the course. She said that generally, this would be better to manage by footnotes rather than catalog descriptions. Schepmann said STEM programs were encouraged to remove almost all of their footnotes by their Director. There had been lab and course fee issues. This particular course is more wordy because it’s changed now that the program has introduced a new non-major organic chemistry course. Some students wanting to take this course may have 2 or 3 terms of organic chemistry, but others may only have 4 credits. What the instructor of CH 335 gets to in the winter term may not be enough to prepare students for the spring term CH 350. Highland explained that instructor permission is assumed for each course, and instructors can override any prerequisite or restriction. Schepmann said it would be best to make the prerequisites CH 331 or CH 336 (with a C- or better in whichever course they take).

Waters asked about CH 350, which is currently grade mode optional. Schepmann said she thought it should be graded A-F only. Highland said the program may have been setting it on the section level as graded only, but we can do that in the catalog so it can never be taken pass/no pass if you like. Miller said biology students do sometimes take this course, and asked if they would be able to take it pass/no pass. Schepmann said pass/no pass is C- or better, so that might be okay. Miller said that this CH 350 is now a class that all Biology graduates are going to take. Neely said she thought the major was requiring it to be graded. Miller said if Biology is requiring their students to take CH 331 and 336 for a grade, then Chemistry fine having CH 350 be graded.

Highland asked about CH 421 and 425 to confirm that the program is removing the co-requisite lab, but not removing the recitation from the lab. Schepmann and Miller said that is correct. Highland said the proposed concurrent prerequisite for CH 221 (MTH and CH 195) is not enforceable. She asked if the program wants that to be a footnote. Miller said the program is seeing that students taking MTH 111 at same time as CH 221 are struggling, so the goal is for those students to also be in CH 195, which helps them problem solve and increases their likelihood to be successful. Highland suggested listing MTH 111 a prerequisite, then adding a footnote in the system indicating that with instructor permission students can do MTH 111 as a concurrent prerequisite if they’re also in CH 195. Schepmann said the data shows that students who take MTH 111 and CH 195 while in CH 221 are more likely to succeed in CH 221 than students without CH 195. Oliveri said that currently, MTH 111 is not actually enforced as a prerequisite. Waters suggested the Committee vote on everything else and look at that issue separately once the program has talked to Highland.

Sollinger/Oliveri moved to accept the proposed changes in Chemistry with the following amendments:

* Rather than modifying the description and credits for CH 371, the course will be deleted and a new Computer Applications course will be created,
* The prerequisites for CH 350 will be CH 331 and CH 336, and the course will be Graded A-F only.
* The proposed prerequisite change for CH 221 will be tabled pending a further conversation between the program and Highland.

The motion passed, 5Y/0N/0A.

**BUSINESS**

Ordonez discussed the proposed changes in Business. He said they include one new course, stabilizing the minimum grade requirement for certificates (C- or better), and removing the pre-business designation. Pre-business had been a way to know that students are really prepared for 300 and 400 level courses. Now the program has recognized certain courses that are important for students to have completed to be ready for later courses, so those have been added as prerequisites. Most changes are modification of titles and identifying prerequisites. Waters noted that there are proposed modifications of content for several courses and asked if there might be any need for new courses rather than just description modification. In particular, she said the modifications proposed for BA 208 imply something different when talking about essential skills versus management. Highland said the key question is whether students should be able to get credit again. McGrady said she teaches the course now, but she’s not able to say how the previous instructors have taught it. She is still using the same book, so she does not think a student should get credit for retaking it. She said the proposed modification is just to correct an inaccurate course description. Ayers asked if it is more of an update to the course. McGrady said she thinks so, but she doesn’t have a way to know how previous instructors were teaching it. Waters said the course descriptions make them sound like different courses. Gay said he could see one course doing both things; the title makes it look different, but it seems there is enough overlap in content to make the case. The new description is more detailed and expands the content a bit, but it doesn’t feel new. Gay suggested simply retitling the course to Introduction to Hospitality and Tourism and not including “Management” in the title.

Highland said that for prerequisites, it’s better to only list USEM 103 rather than the whole 101, 102, 103 sequence. She also said there’s no need to add “or equivalent,” as that is managed by articulation.

Waters said the new description for BA 311 makes it sound like a much different course. In particular, the new description makes specific reference to learning modalities not included in the previous version of the course. For example, it centions competency based learning. McGrady said that the different component is that now we’re using a simulation software, which covers the same content, but provides a hands-on learning experience. Ayers asked if there would be competency based grading. McGrady said there are two components to the course, lecture and simulation, and both are given equal weight. Waters suggested that competency based learning may not be the best term because it has a different meaning in different contexts and it may confuse people. McGrady said it was used because that is the language used by the simulation software.

Gay asked the reason for the language about the simulation to the course description. McGrady said she believes it will get the students more interested in the course. Waters asked if students should be able to get credit for both the old course and the new version. McGrady said she thinks she would give a student credit for both because the hands on learning is the most important part of the course. She said the older course covered more theory and lecture. Highland asked if McGrady would encourage someone who had taken the old course to take it again in the new version. Ayers asked if it might be possible to split the course so the simulation is a separate course. McGrady said in theory that might work, but that’s not how the class is taught, the simulation is begun in week 2 and integrated with the rest of the course. Waters said she would advocate for new course. It seems like a different experience, different skills, and different learning outcomes. Ayers said maybe it be okay to change the title to highlight the dynamic element. Ordonez said it’s a required course, so it’s not really an issue of needing to increase enrollment. Miller-Francisco said that it seems like if a student was coming from another school with BA 311 the program would accept it as fulfilling the same requirement as this class. McGrady said yes. Gay said he thinks it comes down to whether there are outcomes that won’t be addressed any more, or outcomes that weren’t addressed but now will be. If the outcomes are the same, it’s just seems like innovative teaching, which is fine. If they’re just learning it better, that wouldn’t require a new course. McGrady said the outcomes are the same, it’s just a better way of having the students learn. Waters agreed that whether the outcomes are the same is a key question. Gay said that if it’s a course description change, we need to commit that this is how we’ll teach the course in the future. Ordonez suggested that the program could just remove that line about the simulation. McGrady asked if it would then just be put in a footnote. Waters said no, put it in the syllabus. The catalog is not intended to be the marketing tool, so if the outcomes are the same, it’s best not to use the catalog to do this.

Highland asked about the proposal to add prerequisites to a number of courses and also add Junior or above. She asked if students are not prepared even if they’ve completed the prerequisites. Ordonez said for BA 380, most students wait until they have 90 credits. McGrady said usually students leave it as the last class because it’s the hardest. Ordonez said the program can let students in on a case by case basis if they’re under 90 credits.

Highland said that BA 402 has a lot of prerequisites and everything can’t be enforced. She asked if there might be another way to get what the program wants. Ordonez said he would check. Highland brought up BA 409 as well and said maybe the program wants Junior standing or above on those.

Jessup and Sollinger left.

Highland said some of these things can be enforced by concentration codes, and encouraged the program to contact her for ways to make this work. She said BA 427 has a lot of required prerequisites, which we try to discourage, and there is no need for the note about instructor consent on BA 497.

Gay asked if there were any further questions. Neely said she has DegreeWorks questions, and offered to email them.

Waters said she is nervous about how students are going to experience the differences in the Hospitality courses.

The Committee decided that it would need Business to return and continue discussing their proposed changes before voting on them.

The meeting ended at 10:27am.