**Curriculum Committee**

Thursday, April 05, 2018

**Present:** Andrew Gay, Emily Miller-Francisco, Vincent Smith; Jody Waters, Lee Ayers, MaryAnn Neely, Katrina Highland.

**Guests**: Linda Wilcox Young, Carey Sojka.

The meeting began at 1:30pm.

The minutes from the March 5th meeting were accepted with one alteration to correct Waters’ comment in appreciation of the GSWS program for checking with their colleagues in Communication about the external impact of their proposed new course.

**INL**

Monika Settles discussed the proposed changes in INL. She said the changes are mostly housekeeping. She said the negotiation course in the INL requirements, COMM 456, was put out of whack from last year to this year, and she had thought a change had been made. The conflict management for INL course is not being offered now, so the negotiation course is an alternative for that requirement. Gay asked why the program wants to continue to list the conflict management course if it is not being offered. Settles said the curricular change process takes time and she wouldn’t want to lose that course as an option if staffing shifts to allow it to be taught. Waters said she would be concerned that students might decide to wait for the conflict management course, not knowing that it might not be offered. She mentioned that the program has the option to hold it out of the list and then bring it back if it will be taught. Gay asked if students have asked about the course. Settles said her students don’t seem to go to the course catalog. Originally, she thought of the catalog as where students would want to go to learn about the program, so the program crafted catalog language to fit that. Now, she said, she sees the catalog serving more as the contract with students, so the program is changing how it’s presented to better fit that.

Smith asked about the proposal to remove language relating to the requirement of a total of 180 credits. Settles said it doesn’t seem necessary to state here because it’s standard for all students. Waters asked the proposed removal of language about lower division general education courses needing to be met, and the replacement of that language with language saying students must fulfill bachelor of science degree requirements. Settles said she thought the proposed is a cleaner way of saying the same thing. Waters said the language might still need to be clear that general education requirements still need to be met. She said she would advocate for both statements because the proposed language reads like students can opt out of general education requirements. Settles said she did not mean to imply that students do not need to do general education, and said that statement can be kept.

Gay noted that the upper division university studies requirements are met by INL required courses, and wondered if there might be a situation where a student would take a substitute for one of those courses that wouldn’t meet the upper division university studies strand requirement. Settles said if that happened it would be poor communication on her part. Highland asked if it’s clear in the catalog. Gay suggested that the catalog might say all general education courses must be met to graduate, rather than just lower division. Settles said that would be okay.

Highland mentioned the BA and EMDA courses being removed from the INL section of the catalog, and asked if students not taking them any more. Settles said that INL now has courses to replace those, so it is very unlikely that they’ll ever be taken by INL students.

Gay noted that the negotiation course is included in list of courses offered in the 5 week model, so students might incorrectly think it’s offered that way. Settles said she organized it the way it is because she likes the visual delineation, and believes this makes it clearer in Degree Works. She said she sees Gay’s point, the program is not planning on offering it in that model, but they could. Miller-Francisco said that if INL students are in the cohort it may not matter much, it just leaves the program that option for later. Settles said the program could ask MaryAnn Neely to scribe it in a way that makes it clear in DegreeWorks. She said another option would be to say we choose from the following courses to schedule in the 5 week model. This is what she would prefer.

Miller-Francisco/Smith moved to approve the proposed changes in INL with the following changes:

* The program language indicating that students must complete 180 credits, with 60 at the upper division level, will not be removed.
* The “Requirements for the Major” language will say that all general education requirements must be met and students must fulfill Bachelor of Science degree requirements.
* The courses formerly under the Professional Sequence heading will be preceded by the following: “The Innovation and Leadership Program chooses from the following courses which ones will be offered in an accelerated 5 week model.”

The motion passed, 3Y/0N/0A.

**OAL**

Erik Sol discussed the proposed changes in OAL. Smith asked how OAL planned to load the OAL conference course, OAL 475. Sol said that the Association of Outdoor Recreation and Education (AORE) conference happens every fall, and the intent is that students can attend and learn about trends and other developments in the field. With regard to loading, the program’s intent is that it would not be for load. Smith asked if it would be a regular course or irregular registration. Sol said it would be irregular registration, and would not be a required course. Waters noted that it is proposed as a 1 credit class, and said she’s curious if it might be better as a variable credit course in case a student might want to engage in a more substantive way, for example by presenting something at the conference. Sol agreed and said it was an oversight not to make the credits variable. Waters said a conversation could be had between students and faculty regarding how many credits are appropriate depending on the situation.

Highland raised a question about what the students are actually doing with SOU faculty for this course so that it’s not a contract course, but an actual SOU course. Sol said there would be some pre- and post-conference activity, including preparation, debrief, and other activities. Waters said she saw that covered in the syllabus fairly well.

Smith said that he had asked about the loading issue because he faces a similar challenge.

Sol said the variability should be 1-4 credits with a repeatability of up to 12 credits.

Highland asked if the program meant for OAL 406 to be repeatable for 12 credits. Sol said yes. Students will not take the course continuously, however there could be an opportunity where they’re facilitating a larger project for more credit. The program does anticipate students repeating the course, and they’re trying to get away from having irregular registrations, so they do want the course to be repeatable for 12 credits.

Smith said he appreciated the desire to create for-credit experiences that will be loaded. He said the amount of work and time that it takes for student to get through IRB process is very demanding on faculty, and it’s not loaded. Sol added that the way the program is proposing to do it allows them to have students be able to fund those experiences as well.

Waters asked if Health 250 will still be part of the OAL undergraduate degree. Sol said this was intended to be removed. He proposed to remove HE 250 from OAL as a requirement. He said that it was a course that facilitated the OAL degree being brought up when the program was integrated tightly with Health. Lately, the program has found that it is substituting a lot of other courses in that spot, so they would like to strike it. Waters said this brings up the question about petitions; some of the petitions for this course did not seem to have much thematic congruence, which was an issue. Sol said there wasn’t content in HE 250 that would be required to get through the OAL degree, so that’s why the program looked to see if it made sense to keep the course. Smith said he has had to do a lot of petitions, and noted the need to serve the students. Waters said there’s a tension between serving the students and making sure we’re institutionally accreditable. Highland said the enrollment staff tend to serve as the lens to notice when faculty are interpreting things differently; for example, if one faculty frequently allows the C- but another doesn’t. It shouldn’t be about which professor you choose. Waters said these are good conversations to have, to look at outcomes versus hours.

Smith asked why the program is proposing to remove courses from the minor. Sol said this was supposed to be done prior to launching the spring immersion. Some of these courses are only taught during spring, so the program doesn’t want to require students pursuing the minor to have to be in the spring immersion.

Smith/Miller-Francisco moved to approve the proposed changes in OAL with the following changes:

* OAL 475 credits will be variable 1-4.
* HE 250 will be removed from the required courses in OAL.

The motion passed, 3Y/0N/0A.

**EDUCATION**

Susan Faller-Mitchell discussed the proposed changes in Education. She said the changes are mostly cleanup and language clarification. The proposed changes include changes in Early Childhood Development regarding the courses offered. The program proposes hard-numbering several courses, ED 428, 429, and 441, which have been taught with a soft number. The proposed removal of the concurrent prerequisite ED 309 from ED 431, 459, and 460 is because the course is not necessary for those students and it sometimes holds up students.

Highland mentioned that the proposed catalog language suggests that there are courses ED 409A & B, but there is no 409A or B, so the catalog would need to refer to them differently, maybe by term. Gay asked if there is any reason why the program is not proposing those as courses. Faller-Mitchell said the they have traditionally been aligned with 409, and it really takes 2 terms to finish. Ayers said it appears that students have to do them in order. Faller-Mitchell said yes, they do need to be done in order. Smith said in the long term it seems like a series of numbers would be more clear to students. Faller-Mitchell asked whether 409 must be a capstone or if the program could use a different number. Highland said there is no need to use 409, though SOU does have an overarching degree policy for 409s. Faller-Mitchell said the program is doing A and B with some other courses. Smith said it seems like some renumbering situation would be best. Faller-Mitchell said one idea would be to formally present 409A Capstone and 409B Portfolio. Gay said this seems much more legible to a student. Smith said we need to make sure students know how they should enroll. Waters asked if the program would want 409A to be a prerequisite for 409B. Faller-Mitchell said yes.

Gay said it would be best to postpone voting on the proposed changes in Education and advise the program to prepare new course proposals for ED 409A and ED 409B.

Miller-Francisco mentioned that the new course proposal for ED 428, Infant Toddler Development & Curriculum, says the course might be a good option for Psychology students, but there is no indication that there’s been communication with Psychology. She wondered whether Psychology is aware of this course and ED 441, Atypical Development. Faller-Mitchell said she will check with her colleagues in Education.

Highland noted that the proposed new courses, ED 428, 429, and 441 don’t have prerequisites but they’re 400 level courses. She said a freshman at Raider registration could potentially sign up for these courses and asked if that would be okay. Faller-Mitchell said the program has had freshmen take this kind of course and succeed, and she thinks generally these courses would be appropriate for someone at the sophomore level. Ayers said one option would be to make completion of USEM a prerequisite. Miller-Francisco asked what makes them 400-level classes. Faller-Mitchell said that in general, 90% of the program’s classes are 400-level, but she wasn’t sure about the history behind it. Miller-Francisco said it seems interesting that the program would be open to freshmen and definitely sophomores taking these courses but they are 400-level courses. Faller-Mitchell said the students likely to take these courses come with experience and preparation, and are generally in junior and senior standing. Waters said the bigger question isn’t about the level of the students, but the level of the outcomes and requirements of the course.

Highland noted that the program proposes using the word “prerequisite” on the Early Childhood Development core curriculum list but does not actually want to make these courses prerequisites. She said in this case it’s best not use the term “prerequisite,” but to find another way of indicating the order in which the program would like students to take these courses. She said one option would be to say a course “should be taken before” another course or something similar, but avoid using the word prerequisite. Faller-Mitchell said this would be fine.

**PETITIONS**

Ayers said she received an email from the Student Success Coordinators about petitions being pushed back, asking what’s happening. Waters said this is a really significant issue; we’re seeing a lot of 1xx or 2xx courses being brought in and we’re being asked if they can fulfill higher level courses. Highland said the OARs are clear on lower and higher. AACRAO has said that 1xx courses should never be fulfilling 3xx or 4xx course requirements, and 2xx courses should never be fulfilling 4xx course requirements. Ayers said students often come in with lower division courses from elsewhere and want them to count.

The meeting ended at 2:30pm.