**Curriculum Committee**

Thursday, April 19, 2018

**Present:** Andrew Gay, John Sollinger, Emily Miller-Francisco, Vince Smith; Jody Waters, Lee Ayers, MaryAnn Neely, Katrina Highland, Tiffany Thom, Matt Stillman.

**Guests**: Roni Adams, Cynthia Hutton, Anne Connor.

The meeting began at 1:30pm.

The minutes from the April 5th meeting were accepted with corrections to the list of people present.

**EDUCATION**

Roni Adams discussed the proposed changes in Education, focusing on several items brought up in the previous Curriculum Committee meeting. One item was ED 409, which had been listed in the catalog changes as 409A and B. The Committee thought the program might want to create new courses for 409A and B, but Adams said the program would prefer not to. She said that Elementary Education students have the option of applying for a licensure track or a degree only track. She said the 409 course is for students on the degree track with an Elementary Education major. There are 2 quarters of the course, one focused on service learning the other on a portfolio. She said at this point the program doesn’t want to create new courses for 409A and B because they will be redesigning the courses anyway in the near future, and bringing them back with new proposals and new numbers. These changes will provide broader options for students who don’t want to pursue the license

Regarding prerequisites for the proposed new 400-level courses, Adams said the program would prefer not to add any restrictions. She said that Early Childhood Development students come to us only as juniors and have generally not gone to SOU for their lower division coursework. It’s a unique population of students; many work in preschools or as day care providers, often they are non-traditional students. She said SOU has articulated a program with community colleges that these students have taken prior to coming in their junior year. That’s why the program is not interested in adding prerequisites to these courses. Highland noted that USEM 103, one of the prerequisite options, would articulate with whatever these students would have to have taken already. Smith suggested that the program still may not want students to be deterred by seeing prerequisites they may not know they have fulfilled. Highland said the real issue is that students at Raider Registration could enroll in these courses. Adams said the program hasn’t seen that happen so far, the program is primarily online. She said the program is also looking at partnerships and redesigning Early Childhood Development in general, so they’re willing to let it go for now and handle issues on a case-by-case basis through advising. Highland and Waters noted that if freshmen were to sign up for the course they can’t be advised out or administratively removed. Adams said the program doesn’t see these students until they’re juniors and asked if the prerequisites could just be junior standing. Highland said that 300-400 level courses used to be automatically restricted to juniors and senior, but they aren’t any longer. Adams said that makes sense, it would be best to restrict the courses to juniors.

Adams discussed the Child Development courses taught in the Education department. She said she did have a conversation with Mary Russell several years ago about a development course and the difference in the ways future educators and psychology majors study human development, but this was in relation to a different course. With regard to this class, ED 428 – Infant Toddler Development & Curriculum, it focuses on children from birth to age 3 and is intended for online students working in the field with children and their families. It’s all about being practitioners and increasing knowledge and pedagogy for that population. A lifespan development course couldn’t go into the depth like this one. Adams said Education can have a conversation with Psychology again, but the programs did talk several years ago. She said that so far Education hasn’t seen Psychology students enroll in Education classes or vice versa. Miller-Francisco pointed out that Psychology does have a development class focused on younger people. Smith said he didn’t think the Committee would want to require a conversation for these courses to be approved, but would recommend one to avoid confusion. Waters noted that with these new courses there could also be enrollment changes, so we’re looking to avoid an uncomfortable situation.

Adams said that the proposed ED 441 focuses on pre-school aged students who have special needs. It teaches specific strategies for preschool teachers and daycare providers interacting with those children. Miller-Francisco said she could easily imagine Psychology students who are interested in working with those children be attracted to the course. Adams said she will make sure Education gets in touch with Psychology about these courses. Smith said that there may even be cases where one program might want to recommend one of the courses offered by the other program. He also said he’s learned that certain programs are more willing than others to recommend courses in other departments.

Referring to ED 409, Adams said the Early Childhood Development program does have A and B. Highland said it’s not in the catalog that way; ED 409 exists as a course, but not ED 409A or ED 409B. Waters said the better way to go would be to formalize the A and B.

Miller-Francisco/Sollinger moved to approve the proposed changes in Education with the following amendments:

* There will be no listing of ED 409A and ED 409B.
* The three new courses, ED 428, 429, and 441 will be restricted to junior standing or above.

The motion passed; 4Y/0N/0A.

**MUSIC**

Cynthia Hutton discussed the proposed changes in Music. She said the program is proposing changes to try to make the catalog simpler for the students to read. The original proposal tried to split out the Performance and Education concentrations, but it is not possible to do so as proposed without new program proposals being submitted and approved all the way up to the state level. Other proposed changes include changes in some course names and credits. The other big thing is the proposed new hip-hop course, MUS 208.

Sollinger asked about the courses being renamed, wondering if the new names were proposed because they better describe the content of the courses. Hutton said yes, the current names don’t really match what’s taught.

Hutton said, with regard to the proposed change to the names of the Music degrees, that the program looked online at the National Association of Schools of Music (NASM) and saw that our BM is officially Bachelor of Music in Music Education and in Performance. Making those changes will require a more significant process so the program will go back and look at that. She said the program wanted to fix the calculation of credits and also wanted to separate the classes in the performance area and music education. She said the program proposes adding MUS 411 and 412 to the performance concentration. These courses focus on pedagogy, so they will be helpful to performance students, many of whom will go out and teach lessons. The Music Education majors have their own coursework that covers pedagogy.

Waters said that when the program applied for the Bachelor of Music degree two years ago the proposal said it complied with the NASM recommendation regarding the degree name, so she wondered whether that has changed and whether the program’s accreditation been impacted. Hutton said not yet, we’re between the old and new. She said Vicki Purslow submitted the original proposal and she would have checked all this, so it could be that we’re just not correct about NASM requiring the name change. For now, we’re probably fine leaving it alone, but we need to revisit as a department what we want the degree to say. Highland said we have a lot of students who want to hold on to the concentration even when it’s not the degree. Waters said that fortunately, students don’t generally go to job interviews with their diplomas and they can use their resume to tell the story.

Gay asked if creating degrees out of the concentrations might be a more streamlined process than creating brand new degrees. Waters said no, it would be the same process. She also said that we had some resistance from another university when we were proposing the program originally, so she would be nervous about having to go back to Provosts Council. She said if the program is not out of compliance with its accreditors we might prefer to avoid that.

Smith noted that the new course says it is to be Graded A-F only, but it seems like the grade mode could be optional. Ayers added that if the course is being proposed for a Strand, as this one is, it would need to be optional. Hutton said grade mode option would be fine. She said the program is excited about this course, which will expand the offerings around popular trends in music and will tie into interdisciplinary aspects of the arts. She said the program has rock and roll, and world music courses, and hopes to be creating a rock lab, which will allow students to have more experiences like they’re having in their own garages. Waters said it looks like the numbers for these courses are organized well. Ayers asked about when this course would be taught. Hutton said it would be taught in the fall, then world music in the winter and rock in the spring.

Neely asked about piano proficiency and said there is difficulty coding that in DegreeWorks. She asked what constitutes proficiency. If a student gets a C are they proficient? Hutton agreed that this can be confusing and the program does need to make it clearer to students if/when they are considered to have demonstrated proficiency.

Smith/Miller-Francisco moved to approve the proposed changes in Music with a change to the grade mode of MUS 208 from Graded A-F only to Grade mode optional; the motion passed, 4Y/0N/0A.

**FOREIGN LANGUAGES AND LITERATURES**

Anne Connor discussed the proposed changes in Foreign Languages and Literatures. She said the changes are mostly cleanup to help students enroll more easily and avoid spots where they get stuck. The big change is renaming the Language and Culture BA/BS to Spanish Language and Culture BA/BS. She said students say they didn’t know we offer a major in Spanish because the don’t see it when they’re looking through our majors alphabetically. The goal is to simplify. Other proposed changes include changes that bring the catalog into line with how students were already being advised.

Stillman asked regarding the degree name change whether that has to go through a more formal process. Waters said no. She said the difference between this name change and the changes proposed by the Music program is that in this case there’s no change to the program being proposed, whereas Music would have added degrees to the program. Stillman asked if this would be considered a substantive change. Waters said she didn’t think so. Stillman said we got the program approved with one name and now we propose changing it, which seems like something that might need to be approved. Waters said we can hold off on approving the name change today and look into it more but that the actual degree is not being affected. Connor said it’s a recruitment issue, among other things. Stillman said he had no objection to the reasons behind wanting to make the change, and this feels innocuous, but if another program wanted to change the name of their major it brings up the question of where does the line get drawn. Waters said the difference between this proposed change and the proposed change in Music illustrates where the line is drawn.

Highland said that the Music program wanted the concentrations to be the degree titles. So, she asked, if one of the music concentrations dropped off, would it then be okay to change it to music performance, for example. Waters said that’s a good question. Neely said we would see students wanting to change catalogs if that were to happen. Smith said the Environmental Science and Policy program did the work to change the degree title because employers said it would benefit the students. Miller-Francisco asked if it turns out that this is problematic, what would happen. Ayers said the HECC relies on the Provosts Council to make recommendations about things like this. Waters said the question seems to be what would happen after the fact if we make the change. She said it would become an issue to be considered by the accreditor, but in her opinion this wouldn’t be a substantive change.

Connor said she doesn’t know why the program originally named the degree that way, it may have had to do with French and German staying around and being subsidized by the other majors. She said we’re really not changing what we teach, but making it easier for students to find us.

Stillman asked when we would risk running into the issue of competition with other institutions. Waters said we send these recommendations with the knowledge and approval of Provost, but if we wanted to explore this we could ask the Provosts’ Council. The Committee discussed the curricular approval process and the distinction between Provosts’ Council and HECC with respect to curriculum. Stillman said it feels weird that the degree was approved but then we change it. He said he’s not very comfortable with it, but he doesn’t want to open up Pandora’s box. He said if Waters wouldn’t mind making inquiries off the record about Provosts’ Council approval, he will do so as well. He said he hopes we find out that other institutions are managing this the same way we are. Waters said she is curious why this issue is coming up now but not when other degrees have been renamed, for example Environmental Science and Policy. Stillman said he probably just missed it in those prior instances. Waters advised waiting to vote on the name change.

Highland noted with regard to proposed prerequisite changes that quite a few have already been approved, though they were not showing in Acalog. Regarding courses that say “repeatable when the topic changes,” she said that this is fine to say, but noted that it doesn’t get enforced in the system. She noted that many of the FLL 103s and 201s are E Strand, but not German, Chinese and ASL, and asked if there is any reason why this is the case. Connor said that German 103 is being proposed as an E Strand course.

The meeting ended at 2:31pm.