**Curriculum Committee**

Thursday, April 25, 2019

**Present:** Larry Shrewsbury, Laura Jessup, Emily Miller-Francisco, Michael Stanfill; Jody Waters, Lee Ayers, MaryAnn Neely, Tiffany Thom.

**Guests**: Larry Gibbs, Hala Schepmann, Chad Thatcher.

The meeting began at 1:30pm

The minutes from April 15th and 18th were approved.

**SOCIOLOGY AND ANTHROPOLOGY**

Larry Gibbs discussed the proposed new SOAN course, SOAN 323 – Sociology of Sports. Jessup said she enjoyed the syllabus and assignments. She said one of the books looks pretty expensive. Gibbs said that is something he is looking at to see if he can reduce the costs for students. Thom asked if the course is expected to be taught in the fall. Gibbs said that will be up to departmental needs, but the course will be taught first in the summer.

Waters said she appreciated the inclusion of SOAN learning outcomes in the syllabus. She asked about the difference in the language relating to the SOAN learning outcomes, which say graduates “will be able to,” and the course objectives, which say students “should be able to…” Miller-Francisco said it seems to her that the differences in language between the course objectives and the SOAN graduate outcomes relate to the different contexts and seem appropriate.

Waters noted that there is also an emergency procedures statement to be included in syllabus statements and encouraged Gibbs to add this.

Miller-Francisco/Stanfill moved to approve the proposed changes in Sociology and Anthropology; the motion passed, 4Y/0N/0A.

**OUTDOOR ADVENTURE LEADERSHIP**

Chad Thatcher discussed the proposed changes in Outdoor Adventure Leadership. He said the program has been evolving quite a bit over the last three or four years. He said he and his colleagues are now able to look at assessments of the new classes that were created to see what’s working and what can be improved. He said the program has decided that it would like the spring immersion to be a required part of the OAL major. This prepares students with a substantial amount of field time, which is something employers want to see. The program proposes requiring students to participate in either the spring immersion or the international expedition. He said they have also learned that some students would like to participate in the immersion a second time, and that there’s a good learning opportunity for students doing the immersion the second time around in a slightly different role. He said when the program first put the major together there were some courses it wanted students to take which will now be covered as part of the immersion experience, the international expedition, or elsewhere in the program. For example, OAL 452 – Minimal Impact Adventuring is proposed to be removed from the major requirements because much of the content is covered earlier in the program. The program looked for redundancies like this to streamline. Thatcher said there are no changes to the activity courses. He said the program feels like they’re improving their approach and streamlining things in Degreeworks that will help avoid substitutions. He said they have proposed to streamline the minor as well. It will just be a set of foundational courses, 12 credits from a list of options, and then 4 activity courses.

Jessup asked how much additional cost the field immersion will represent for students. Thatcher said students pay $2,000 for the quarter. He added that he and others in the program are working with local people to eventually have the cost reduced. Several faculty members have relationships in the community that might be able to help with gear, including a relationship with Massif, who just outfitted OAL students with some gear. Thatcher said the program’s dream would be to get the course fee completely paid for students. He said the current course fee covers food, travel, gear, etc., and with 40 days in the field, the program is taking the money and going as far as they can with it.

Ayers asked to confirm that it’s considered a course fee, so students can use student aid to help cover it. Thatcher said yes. Jessup asked if the program has any trouble with students who want to repeat the course and find they’re over the 180 credits to graduate, who are then not happy with the choices they made. Thatcher said he hasn’t seen that happen yet, but it’s something the program will look out for. He said they’ve found that it’s the experience in the field that gets them jobs. Also, he said, it’s really the faculty’s time for assessment. It can be challenging to quantify all the things students are seeing and learning, and the experience in the field really helps.

Neely said that some of the courses that meet OAL requirements are currently hidden and asked if it would be okay to unhide some. Thatcher explained that there were some courses required in OAL that were once taught by other programs. He said many are no longer being taught. Neely asked if students should still get credit for these courses if they took them while they were being taught. Thatcher said yes. Neely confirmed with Thatcher that the following courses would satisfy OAL requirements: MS 223 will satisfy the OAL 223 requirement, PE 372 will satisfy the OAL 372 requirement, and HE 331 will satisfy the OAL 426 requirement.

Neely mentioned that currently the field immersion course is standing in for some other courses and asked if the program will be doing that with the field immersion if a student were to repeat it. Thatcher said the program might allow some overlapping with activity courses. Neely said this could become really complicated in Degreeworks and said she is concerned about using it to fill in a requirement. She said Degreeworks cannot split credits. Thatcher said the program doesn’t really want to do that, but wouldn’t be opposed to allowing it if a student was a couple credits shy of graduating. He said the reasoning behind some of the proposed changes is to avoid “golden credit” opportunities. He added that the program does not anticipate a lot of repeats of the immersion. Neely said the proposed changes are a step in the right direction, and said Enrollment Services appreciates that and she thinks the students will as well. Waters agreed and said the Committee should know that there has been a lot of work behind the scenes with this program to bring some of the proposed changes forward.

Jessup asked if a student could just audit the immersion if there are issues about repeating the course. Thatcher said he’s not really familiar with what auditing would look like, but he doesn’t see why the program wouldn’t be open to something like that. He said even if students aren’t meeting other requirements, they may still need upper division credits.

Jessup/Stanfill moved to approve the proposed changes in OAL; the motion passed, 4Y/0N/0A.

**CHEMISTRY**

Hala Schepmann discussed the proposed changes in Chemistry. She said many years ago, about a decade, Oregon stopped requiring chemistry for pre-nursing students. However, we’ve been hearing about a need. Though chemistry isn’t required, some nursing programs are giving bonus points on applications if students have taken chemistry from a chemist. She also said some of our current students are going to RCC to take this course, so we’d like to offer it again. She said the program believes it can handle this with its current teaching load, and they’re going to make sure to teach the course at a level relevant to what these students need to know. She said the hope is to teach the first quarter during the next academic year, then see if we need to bring back the entire year. Ayers said this course has also come forward as a G-Strand lab course, which is exciting because of the limited options in G-Strand lab courses. Schepmann added that when the program offered this course years ago they would get some students who would become chemistry majors after realizing they can handle it. Jessup asked if the program anticipates needing fewer labs for the 200 series sequence as a result of this. Schepmann said it’s a different group of students, there’s not much crossover.

Schepmann said that the STEM Student Success Coordinator Andrew Clum encouraged the program to bring the pre-nursing chemistry course back. Ayers said Clum had shared with her that this particular course was really applicable for students going into healthcare, more so than courses currently being offered in chemistry.

Shrewsbury asked if students taking CH 104 need to have taken any algebra. Schepmann said no, the prerequisites were chosen after the program had long discussions about what math skills would be needed.

Jessup asked about the numbers for CH 190-2. Schepmann said these are the same numbers that were in place before, and they’re also consistent across the state. Jessup said it sounds fine as long as students understand.

Schepmann discussed the courses with changes to their grade modes and said she hadn’t realized all courses weren’t graded only until recently. She said she heard about a student on a scholarship with a high GPA requirement who wasn’t going to be able to maintain that GPE if she took her chemistry course for a grade, but who also had to have a minimum number of credits. Schepmann said Chemistry spoke as a department and agreed that as long as majors and minors take it for a grade, they’re fine with other students taking courses as Pass/No Pass. She said this was brought to her attention thanks to recommendation from Jessup. Jessup said she feels bad for students whose scholarship funds go away if they get one B.

Thom noted that some of the grade mode optional courses are 300 and 400 level, and asked if the program expects non-majors to take them. Schepmann said those courses do get some non-majors, thought they usually opt for a grade, but the program wants to be consistent across the board.

Thom said that on the Enrollment Services level we can’t require students to take optional courses as graded, that has to be monitored by the program. Schepmann said she understood from a conversation with Matt Stillman and Katrina Highland that students who are majors can’t sign up for a course in their major Pass/No Pass. Neely said that’s not exactly accurate, the grade mode is not pre-selected in those cases, but it does default to graded. Jessup asked if there is somewhere that the letter grade gets saved even if a student has taken a course Pass/No Pass. Schepmann said yes, the instructor doesn’t actually know when a student is taking the course Pass/No Pass, so the grade gets noted. Then, if they change their major they can get the actual grade. Jessup said she feels like it’s kind of an equity issue, some students can’t afford to retake courses.

Schepmann said the remaining proposed changes in chemistry are relatively minor. They include a change to the language in the chemistry minor clarifying that students need take courses toward the minor for a grade. Miller-Francisco said the proposed wording is not very clear. Schepmann said she would be happy for the language to be word-smithed for clarity. She said the last change is to update the course description for Chemistry 422 and 426. The current descriptions include a 50-minute recitation, but that is no longer how it is being taught.

Thom asked if any of the new courses are scheduled to be taught in fall term 2019. Schepmann said no, CH 104 will be taught first, and that is planned for next Winter.

The Committee discussed whether 105L and 106L should have the labs before them (104L and 105L, respectively) as prerequisites. Schepmann and the Committee agreed that this would be best.

Miller-Francisco/Jessup moved to approve the proposed changes in Chemistry with the following amendments:

* The wording of the Chemistry minor graded credit requirement will be edited for clarity,
* CH 105L will have 104L as a prerequisite, and CH 106L will have CH 105L as a prerequisite.

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

**CRIMINOLOGY AND CRIMINAL JUSTICE**

The Committee considered new course proposals for study away courses in Criminology and Criminal Justice, CCJ 389A through 389 E. Jessup asked if the program rotates which courses are taught each year. Waters said she’s not sure if a study away course is taught every year by CCJ, but the program does rotate locations for the study away courses. Jessup said she asked because in the syllabus the estimated enrollment is 25 each year. Waters said 25 students isn’t far off what they’ve gotten when they’ve taught it in the past. Jessup said it looks a bit misleading in the new course proposal. Thom said she wondered about them being 300-level courses with no prerequisites. Waters said she and others have been having that conversation with the program and the response has been that part of the work in the course is to prepare for the trip and the experience. She said it’s good for students to have the opportunity to study away.

Jessup said the workload for the course looks light. The Committee discussed the workload and expectations of the students. Miller-Francisco mentioned the Democracy project, which did a project where they hosted high school students on campus for a day. The program picked a question relating to the trip and then the event was hosted by students who participated. She said this is just one of many possible ways to bring back what was learned to the community. Waters said these courses feel light on outcomes but said it would be up to the Committee’s discretion whether they want the faculty member or program to make adjustments.

Miller-Francisco suggested that a presentation at SOAR that could be graded might be another way to add some value to the experience. Waters said there is a lot of value in allowing students to study away, but there are some procedural and pedagogical issues that have concerned her about these courses.

Jessup asked why these courses have to be 300-level. Ayers said the only thing she can think of is that students in the program are typically heavy with lower division credits, especially transfer students, and also they have to have a certain number of elective credits at this level.

Shrewsbury asked if there is a template for a study away course, showing how it should be done. Waters said there is no template. She noted that Thatcher just spoke about difficulty of establishing a rubric and assessing outcomes for OAL students in their immersion, and different programs are faced with different challenges.

Jessup said it’s not like this is a required course for the major. Ayers agreed and said the students do a comparative criminology course that’s an elective. Waters said she thinks a paper with a bibliography would be a more satisfactory requirement than what is currently listed. She said she doesn’t know that she would be able to make a compelling case to an external audience that this is an upper division course as currently submitted.

The Committee decided to communicate these issues with the Criminology and Criminal Justice program and request changes to be made to the proposed courses.

**BIOLOGY**

Neely introduced the proposed change in Biology. She said this change came up because the capstone for that program is taught in various classes during different years and different terms. The capstone requirement for the major is 4-6 credits, but BI 490, which is being taught as the capstone this term, is a 3 credit course. The program would like to change BI 490 to 4 credits because they intend to offer it again as the capstone and also they’ve been teaching it for 4 hours each week. Shrewsbury said this sounds like a good idea. Jessup asked if the workload is appropriate for a 400-level course. Thom said yes, it already is a 400 level course and the workload will not be changing.

Miller-Francisco/Stanfill moved to approve the proposed change in Biology; the motion passed, 4Y/0N/0A.

The meeting ended at 2:37pm.