

University Curriculum Committee

Minutes | November 4, 2021 | 3:00 PM | via Zoom

Members Attended: Keith Bradshaw, Andrew Burroughs, Grant Corser, Katie Englert, Frank Hall, Ken Hall, Douglas Ipson, Joel Judd, Katya Konkle, Selwyn Layton, James Sage, Glen Sagers, Kelly Stephens

Guests Attended: Matt Roberts

- I. Announcements
 - A. The Board of Trustees will be meeting on December 2, 2021, and they will be deciding if they will change their Spring 2022 schedule of meetings. This may affect program approval timelines.
- II. Approval of prior meeting minutes (October 7, 2021)
 - A. Accepted by consensus
- III. Curriculum Proposals
 - A. College of Performing & Visual Arts
 1. Curriculum Proposals
 - a) Course Modifications
 - i. ART 3250 - User Experience Design I (**title, transcript title, description, semesters offered, prerequisites**)
 - ii. ART 3520 - Narrative Illustration (**semesters offered, prerequisites**)
 - iii. ART 3550 - 3D Digital Illustration (**semesters offered**)
 - iv. ART 4110 - Drawing III (**description, semesters offered**)
 - v. ART 4250 - User Experience Design II (**title, transcript title, description, semesters offered, repeatability**)
 - vi. ART 4300 - Interaction Design (**title, transcript title, description, semesters offered, prerequisites, repeatability, registration restrictions**)
 - vii. ART 4510 - Visual Development Studio (**semesters offered, prerequisites**)
 - viii. ART 4520 - Conceptual Illustration (**semesters offered, prerequisites**)
 - ix. MUSC 2710 - Instrumental Literature (**semesters offered, repeatability**)
 - x. MUSC 4510 - Instrumental Pedagogy (**semesters offered, repeatability**)
 - b) Program Modification
 - i. Studio Arts – Illustration Emphasis (BFA)
 - c) Voting
 - i. Motion to approve all PVA curriculum proposals: Katie Englert
 - ii. Second: Frank Hall
 - iii. Discussion:
 - a. ART courses are housekeeping items, such as fixing prerequisites and semesters offered. MUSC courses are changing when offered as well.
 - b. The MUSC courses should NOT be repeatable for additional credit.
 - c. **Q: Can any student take MUSC 4510, or is it only designed for music teachers?** (A: The course is designed for musicians to learn how to teach younger students their particular instrument but not necessarily in a secondary education setting.)
 - iv. **Approved unanimously**
 - B. College of Education & Human Development
 1. Curriculum Proposals
 - a) New Course
 - i. EDUC 6710 – Multicultural Education
 - b) Course Modifications

- i. EDUC 1010 - Exploring Education in Society (title, transcript title, description)
- ii. EDUC 2000 - Principles of Curriculum and Instruction (course number from 3000, title, transcript title, description, semesters offered, registration restrictions)
- iii. EDUC 6000 - Issues in Psychology & Measurement (title, transcript title, description, grading method, prerequisites)
- iv. EDUC 6010 - 21st Century Learning Spaces (description, prerequisites)
- v. EDUC 6020 - Information & Technology in Education (semesters offered, registration restrictions)
- vi. EDUC 6030 - Principles of Practitioner Research (description, prerequisites)
- vii. EDUC 6036 - Leadership with Technology (description, prerequisites)
- viii. EDUC 6080 - Leadership & the School Principal (description, prerequisites)
- ix. EDUC 6100 - Practices of Instructional Supervision (description, prerequisites)
- x. EDUC 6410 - Curriculum and Philosophical Foundations (transcript title, description, prerequisites)
- xi. EDUC 6440 - Creativity Education (registration restrictions)
- xii. EDUC 6500 - School Finance (description, prerequisites)
- xiii. EDUC 6540 - Organization of American Schools (description, prerequisites)
- xiv. EDUC 6560 - Diversity and Social Justice in Education (transcript title, description, prerequisites)
- xv. EDUC 6650 - Practitioner Research I (description, prerequisites)
- xvi. EDUC 6910 - 21st Century Master Teacher (description, prerequisites)
- xvii. EDUC 6931 - Capstone Master of Education Seminar (prerequisites)
- xviii. ELPP 6050 - Administration and Organization of a School (semesters offered)
- xix. ELPP 6150 - Educational Research (semesters offered)
- xx. ELPP 6250 - Development of Personnel (semesters offered)
- xxi. ELPP 6350 - Curriculum (semesters offered)
- xxii. ELPP 6450 - The Laws That Apply to Schools (semesters offered)
- xxiii. ELPP 6550 - Supervision of Instruction (semesters offered)
- xxiv. ELPP 6650 - Finances of a School (semesters offered)
- xxv. ELPP 6750 - Internship in School Administration (title, semesters offered, prerequisites, registration restrictions)
- xxvi. ELPP 6850 - Leadership and the School Principal (semesters offered)
- xxvii. ELPP 6900 - Ethics and Philosophical Foundations of Education (title, transcript title, semesters offered)
- xxviii. ELPP 6950 - Leadership in Technology (semesters offered)
- xxix. ELPP 6990 - Issues in Psychology and Measurement (transcript title, semesters offered, prerequisites)
- xxx. FLHD 2600 - Foundations in Early Childhood Education (prerequisites)
- xxxi. FLHD 3100 - Foundations of School Counseling (prerequisites)
- xxxii. FLHD 3450 - Mindfulness & Meditation (prerequisites)
- xxxiii. FLHD 4350 - Fostering Family Partnerships (prerequisites)
- xxxiv. FLHD 4500 - Family Law & Public Policy (prerequisites)
- xxxv. FLHD 4600 - Emotional & Relational Development (prerequisites)
- xxxvi. FLHD 4800 - Study Abroad: Family Life (prerequisites)
- xxxvii. FLHD 4850 - Independent Research (prerequisites)
- xxxviii. FLHD 4890 - Internship (prerequisites)
- xxxix. FLHD 4950 - Family Life Education Practicum (prerequisites)
- xl. SPED 6110 - History & Law (prerequisites)
- xli. SPED 6120 - Creating & Managing a Learning Environment (registration restrictions)

- xlii. SPED 6130 - Curriculum Strategies (**prerequisites**)
- xliii. SPED 6145 - Transition & Collaboration (**prerequisites**)
- xliv. SPED 6160 - Assessment & Decisions (**prerequisites**)
- c) New Programs
 - i. Master of Education – Curriculum and Instruction Emphasis (MEd)
 - ii. Master of Education – Higher Education and Student Services Emphasis (MEd)
- d) Program Modification
 - i. Elementary Education (BA/BS)
- e) Voting
 - i. Motion to approve all COEHD curriculum proposals: Keith Bradshaw
 - ii. Second: Ken Hall
 - iii. Discussion
 - a. The MEd core content courses have been revamped, as well as courses in LEAD, ELPP, and SPED areas.
 - b. The ELPP courses are a parallel program to the Utah administrative licensure, but only available to Nevada students.
 - c. The FLHD courses have some prerequisite changes to allow for students to use PSY 1100 as an option.
 - d. The MEd has two new emphases: Curriculum & Instruction, and Higher Education & Student Services. The latter was based on a request from the Provost to create this program in conjunction with the MPA program. The MPA appears to focus more on higher education administration, so the MEd will focus on student services/student affairs in order to be complementary and not directly competitive.
 - iv. **Approved unanimously**

C. College of Humanities & Social Sciences

1. Curriculum Proposals

- a) New Courses
 - i. CJ 4300 - Serial Killers
 - ii. PSY 6610 - Development Through the Lifespan
 - iii. PSY 6700 - Statistics & Research Design I
 - iv. PSY 6705 - Statistics & Research Design II
 - v. TESL 1030 - Principles of Linguistics
 - vi. TESL 2200 - TESOL Methods & Assessment
 - vii. TESL 2250 - Structure and Varieties of English
 - viii. TESL 4400 - Second Language Acquisition & Research
- b) Course Modifications
 - i. PSY 2010 - Psychology as a Science & Profession (**description**)
 - ii. PSY 3800 - Professional Roles & Ethics Practicum (**schedule type**)
- c) Course Deletion
 - i. COMM 4070 - Advanced Visual Communication Graphics
- d) Voting
 - i. Motion to approve all HSS curriculum proposals: Katie Englert
 - ii. Second: Ken Hall
 - iii. Discussion
 - a. CJ 4300 has been taught as a special topics course before and the department needs more upper-division courses, so it will help fill a student need.
 - b. The graduate-level PSY courses have additional course aspects (DSK, PWC) in the syllabi as required by APA accreditation.

- c. The TESL courses have been created to support the TESL certificate, so would no longer need to be reliant on courses from other departments. The ALCC has the staff to support these courses on an on-going basis.
- d. COMM 4070 is no longer needed or offered.
- e. **Q: What other courses are the TESL courses replacing?** (A: Robb McCollum was noticing that some students weren't able to complete the certificate because other departments didn't offer those courses or didn't offer them on a steady rotation, so they decided to create their own. There may be redundancy between the TESL and EESL courses, but they are not cross-listed and there is no intention to cross-list them.)
- f. **Q: Is the Serial Killer course a CJ course or a HIST course? Would it be offered to History majors?** (A: It's a Criminal Justice course and it's not cross-listed with History.) **At other institutions, a course with this title has been met with backlash. Has that been a consideration?** (A: When this course was taught as a special topics course, there hadn't been backlash to that. There are similar courses taught at other universities with different titles, but not sure what those titles might be.)
- g. **Q: At the undergraduate level, courses ending in "5" are usually labs. Will this be a problem at the graduate level?** (A: Katya did bring it up with the psychology department during the catalog/curriculum review, but it shouldn't be a problem. Andrew also doesn't foresee any issues.)
- h. **Q: The TESL courses are offered through the BIS program. Do students have to take the BIS courses to get this certificate?** (A: The TESL certificate is a stand-alone certificate. The Interdisciplinary Department is the administrative "home" for the courses but they are separate from the BIS program.)

iv. **Approved unanimously**

D. Library

1. Curriculum Proposals

a) Course Modifications

- i. LM (LIS) 4100 - Learner Development in the School Library (course number from 3100, title, transcript title, description, semesters offered, grading method, credits, contact hours, prerequisites, course consolidation, registration restrictions)
- ii. LM (LIS) 4200 - Information Literacy Instruction (course number from 4160, title, transcript title, description, semesters offered, prerequisites, registration restrictions)
- iii. LM (LIS) 4300 - Reading Engagement and Media Literacy (course number from 3120, title, transcript title, description, semesters offered, registration restrictions)
- iv. LM (LIS) 4400 - School Library Organization and Access (course number from 4200, title, transcript title, description, semesters offered, prerequisites, registration restrictions)
- v. LM (LIS) 4500 - Leadership, Advocacy, and Professional Responsibility (course number from 4190, title, transcript title, description, semesters offered, prerequisites, registration restrictions)
- vi. LM (LIS) 4600 - Technology for School Librarians (course number from 3170, title, transcript title, description, semesters offered, prerequisites, registration restrictions)

- vii. LM (LIS) 6100 - Learner Development in the School Library (title, transcript title, description, semesters offered, method of grading, credits, contact hours, course consolidation, registration restrictions)
 - viii. LM (LIS) 6200 - Information Literacy Instruction (course number from 6160, title, transcript title, description, semesters offered, prerequisites, registration restrictions)
 - ix. LM (LIS) 6300 - Reading Engagement and Media Literacy (course number from 6180, title, transcript title, description, semesters offered, registration restrictions)
 - x. LM (LIS) 6400 - School Library Organization and Access (course number from 6200, title, transcript title, description, semesters offered, prerequisites, registration restrictions)
 - xi. LM (LIS) 6500 - Leadership, Advocacy, and Professional Responsibility (course number from 6160, title, transcript title, description, semesters offered, prerequisites, registration restrictions)
 - xii. LM (LIS) 6600 - Technology for School Librarians (course number from 6170, title, transcript title, description, semesters offered, prerequisites, registration restrictions)
- b) Course Deletions
 - i. LM 4890 - Library Media Practicum (keep until Fall 2023)
 - ii. LM 6890 - Library Media Practicum (keep until Fall 2023)
 - c) New Course Prefix
 - i. LIS – Library and Information Science
 - d) Voting
 - i. Motion to approve all Library curriculum proposals: Katie Englert
 - ii. Second: Frank Hall
 - iii. Discussion
 - a. The Utah State Board of Education has changed the library endorsement program and these changes align with those updated requirements. The prefix LIS will replace the LM prefix.
 - b. There is now no foundation course for the updated program and classes can be taken in the order of the student's choosing.
 - c. The registration restriction will help relieve the need for individual registration approvals by the program's director.
 - d. The practica are being deleted because they are no longer required, but will remain on the books until Fall 2023 so students who need/want them can take them for one more year.
 - e. The course numbers are now aligned between the undergraduate and graduate versions of the courses.
 - f. The department changed its name to the "Department of Library and Information Science" over the summer, and "Library Media" is an old term from several decades ago. The new prefix will better align with the new department title and focus.
 - iv. **Approved unanimously**
- E. College of Engineering & Computational Sciences
- 1. Curriculum Proposals
 - a) New Courses
 - i. CE 3710 - Land Development Engineering
 - b) Course Modifications
 - i. CE 3100 - Structural Analysis (prefix from ENGR, number from 4050, description)
 - ii. CE 4310 - Highway Planning and Design (prerequisites)

- iii. CE 4410 - Water and Wastewater (semesters offered)
- iv. CM 4900 - Capstone Project (semesters offered)
- v. ENGR 1050 - Introduction to Engineering Design (description, semesters offered, contact hours)
- vi. ENGR 2000 - Statics/Strength of Materials (description, registration restrictions)
- c) New Program
 - i. Civil Engineering (BS)
- d) Program Modification
 - i. Construction Management (BA/BS)
- e) Voting
 - i. Motion to approve to all CECS curriculum proposals: Frank Hall
 - ii. Second: Grant Corser
 - iii. Discussion
 - a. Engineering & Technology currently has an Engineering – Civil Engineering Emphasis and wants to change that to a pure CE degree, which is much better for students who want to be civil engineers. There are not many changes to the curriculum because it was originally developed with the intention of becoming a stand-alone major. They have made some changes based on their industry advisory board.
 - b. The Engineering – Electrical Emphasis will be phased out because most courses have low enrollment, but also because DSU has a full-fledged Electrical Engineering degree and we don't want to compete with them.
 - c. The ME program will be adding some courses in January and hope to have a robotics/mechatronics emphasis in the major in the future, but not for the next catalog. They will be adding electives for students interested in mechatronics, aerospace, etc., before creating any official emphases. ME has the most demand, but CE will not be competing with Dixie since they don't have a program. Southern Utah has a big need for civil engineers.
 - d. The Construction Management program is trying to move toward a more technical degree and these changes support that, with more engineering courses than other departmental "support" courses.

iv. **Approved unanimously**

F. College of Health Sciences

1. Curriculum Proposals

- a) New Course
 - i. PE 3900 - Methods of Elementary Physical Education
- b) Course Modifications
 - i. NURS 4350 - Population Care (description)
 - ii. NURS 4351 - Population Care (title, transcript title, description, semesters offered)
 - iii. NURS 4352 - Population Care (description)
- c) Program Modification
 - i. Physical Education - Teaching/Coaching (Minor)
- d) Voting
 - i. Motion to approve to all CHS curriculum proposals: Grant Corser
 - ii. Second: Katie Englert
 - iii. Discussion
 - a. NURS changes are description updates to better align with current practices, as well as which terms are offered for the RN to BSN course (NURS 4351).

iv. **Approved unanimously**

IV. Discussion Items

- A. Policy for programs using courses outside of their department
1. A suggestion was made that departments who wish to use courses outside of their departments in their programs are required to receive an approval from other department(s) to include those programs. This is something that we've informally done at the UCC level, but should it be formally included in the Curriculog forms?
 2. Other universities do require that there is some sort of approval from other department to use their courses, to ensure that courses are actually taught, have capacity, don't have prerequisites, etc.
 3. It would be unwise to not contact the other department(s) and just assume that those classes are available.
 4. The UCC is in agreement that we should formalize this in Curriculog by requiring an uploaded letter/email showing support for using courses from the other department(s) with either a program revision or a new program proposal. Katya will work on updating the Curriculog forms accordingly.
- B. **Q: What does an impact report do?** (A: An impact report in Curriculog looks to see where else that particular course is used in the catalog, either as a program requirement, a prerequisite, or a co-requisite. It will then list those other items in the report, so departments know that if they're changing a course, it may affect other courses or programs as well. It's especially important when deleting a course or changing prerequisites because it may affect time to graduation for students.)
- C. Process for online program approval and display in the catalog
1. Online program display in the catalog
 - a) Our previous President had strong feelings on whether the modifier "(online)" should be next to programs in the catalog that don't require that for accreditation purposes (such as the Master of Music in Music Technology) or to distinguish it from a similarly-titled program (such as the MA and MFA in Arts Administration). There have been some new programs developed in the past two years specifically for online students that are not obvious that they are designed for online students (at least in the catalog).
 - b) The UCC is divided on the question of how to distinguish online, on-campus, and hybrid programs in the catalog. Some of the concerns:
 - i. How would we determine which programs displayed what information? (For example, would a program that exists in all three formats have all three notations, or would we only show those programs that are online-only?)
 - ii. What about programs that have different modalities for different emphases or parts of their programs? Would that cause any issues?
 - iii. Would going this route double or triple a department's catalog entries?
 - iv. Does this information actually need to be displayed on the catalog when we have it elsewhere, such as the SUU Program Finder, department pages, admissions, brochures, etc.?
 - v. How can we adhere to "truth in advertising" while balancing other concerns?
 - vi. Should students/catalog users just assume that programs are face-to-face unless otherwise specified?
 - c) Some of the suggestions:
 - i. Use a parenthetical notation after the program name.
 - ii. Create a separate catalog for online-only programs. (The Registrar's Office is concerned that having two different catalogs for different campuses could create other issues, because students often switch back and forth between the face-to-face and online campuses.)
 - iii. Display the modality information in the Program Summary section of each catalog entry.

- iv. Create a separate list that clusters programs by modality instead of degree type.
 - d) UCC members will think about this issue for a month and come back ready to discuss it again at the December 9 meeting. Katya will also create some potential mock-up options with what the catalog program can do.
- 2. Process of online program approvals in Curriculum
 - a) Earlier in the year, the institution's growth strategy was shared to grow something like 3-5% per year in on-campus students but double-digits per year in online students. This may lead to departments developing more online programs to help that effort.
 - b) Online Teaching & Learning is booked for the next 18 months for online course development, but that may not be public knowledge. The Provost's Office was wondering if it might be a good idea to require a letter of support from OTL for any new proposed online programs, like we currently do with the Library letter.
 - c) **Q: What is the online growth strategy? Will we look to have a smaller number of programs that have a lot of students, or will we look to expand the number of online program offerings?** (A: At the moment we don't know what SUU Online's strategy is but it's not the UCC's job to make that decision.)
 - d) Historically, the UCC has not been involved in the business of evaluating a program's delivery modality. Provost Anderson has also made it clear that the question of resources should be divorced from a new program's proposal and acceptance at the UCC level. The Provost would like to see the Deans focus on the question of resources.
 - e) The UCC as a whole decided against requiring any additional support letters from units developing online programs.

V. Adjourned at 4:45 PM