**University Curriculum and Academic Affairs Committee**

**UCAAC**

**Meeting # 8**

**14 January 2020**

**Stalker Hall, Room 211**

**CAAC Members Present**:, Dan Clark, Jeff Kinne, Winnie Ko, Blake Rayfield, Margaret Hill  
**Absent:** - Edith Wittenmyer, Renee Bauer, Brian Schaefer  
**Guests**: - Dr. Virgil Sheets, Dr. Jennifer Inlow, Dr. Liz Brown, Dr. Kelly Wilkinson, Dr. Jeff Kinne, Dr. Vicki Hammen, Dr. Shana Kopaczewski, Dr. Tom Nesser, Dr. Amanda Lubold, Dr. Robin Bonifas, Dr. Haijing Tu  
**Executive Committee** **Liaison**: Shawn Phillips  
**Ex Officio**: present – Susan Powers, Whitney Nesser, Angie Smith, Kelly Wilkinson, Bassam Yousif, Judy Sheese. Absent but keep on the weekly invitation – Linda Maule, Jim Smallwood

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| **Agenda Item** | **Discussion** | **Recommendation/Action** |
| 1. **Call to Order** | Winnie Ko called meeting to order at 12:30 |  |
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| 1. **Approval of Minutes** | NA | Motion by S. Phillips to approve minutes, second by J. Kinne. (4-0-1) |
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| 1. **Review of Psychology Major revisions** | V. Sheets, Chair of the Psychology Department described and offered a rationale for the elimination of the requirement for a C or better in all required courses for students majoring or minoring in Psychology programs. The Department had debated the issue a reached a consensus of approval. Some of the arguments in favor of eliminating the requirement were that earning a C-, with little difference from a C, was costing students more time and money, particularly hurting Twenty-First Century Scholars. Psychology is a broad discipline, and there might be aspects of that discipline that some students just are not that good at, nor should they have to be necessarily. If a D is considered the standard for passing, then this should be the minimum standard for those in the major.  J. Kinne asked about pre-requisites.  V. Sheets noted that these would be changed as well, noting that few people earn D grades on these lower-level prerequisites and decide to stay in the major.  S. Phillips asked how a C- or D will look on a transcript for those going on to graduate school?  V. Sheets offered that this was unlikely to happen.  S. Powers asked how many of their majors do proceed to graduate school?  V. Sheets responded, about 50% go on to some sort of graduate or post-bac professional training, which does include the ministry—i.e. a wide spectrum.  S. Phillips noted that it would bother him as a faculty to see a D in a core class of a major who then goes out into the world.  V. Sheets argued that these are undergraduate majors, not graduate students or those applying for a license. The major is a liberal arts degree, no leading to a specific profession. |  |
| 1. **Review of Physics Major revisions to BS, BA, and Minor** | J. Inlow described the alterations to these majors and minors. They had not been revised for some time. The changes were meant to attract new majors. The changes included elimination of a sophomore-level sequence, replaced with more updated lecture and lab courses (credit hour neutral). These new courses apply newer technologies and allow for students to gain more hands-on skills, while also rendering these courses more interesting. They hope to advertise these courses and thereby attract new majors once enrolled.  B. Rayfield asked how this impacts assessment results?  J. Inlow offered that assessment results actually helped inform the changes. A curricular map change would be necessary, but the skills or outcomes assessed is not altered by these new courses. |  |
| 1. **Review of Social Welfare and Justice Minor and Multidisciplinary Studies Major** | A. Lubold spoke on behalf of these changes. The minor was “inherited” by Multidisciplinary Studies. It needed revising to make it more attractive to a variety of majors. The alterations allow for tracks through which students can examine social welfare through the different lenses of class, race or gender. There are a set of core classes and then students choose from 4 categories or pathways.  R. Bonifas, chair of the Dept. of Social Work noted that she would request that SW 401 be eliminated from the course possibilities in this proposal, suggesting SW 301 or 390.  An exploration of the pre-requisites for either SW 301 or 390 followed, with 301 being the more suitable replacement.  A. Lubold consented to the change.  J. Kinne noted that when vote on this proposal, the alteration can be noted.  A. Lubold then explained that the other part of the proposal involved the addition of International Studies as a fourth concentration allowed under a Multidisciplinary Studies major.  J. Kinne sought clarification that concentrations do show up on transcripts, which was confirmed.  A. Lubold noted that one of the interesting elements of another aspect of a change to this major was the adding of a nine-hour course, “Freshman Inquiry,” counting for FS credit in three areas, owing to its multidisciplinary nature, and offered that this had been a concern at Faculty Council.  B. Yousif noted that there was concern regarding the heavy toll an “F” would be for a freshman attempting this course, but that CAS thought the pedagogy a worthy curricular experiment, and some standards for enrollment were developed. |  |
| 1. **Review of Non-Teaching Minor (elimination)** | T. Nesser explained the rationale for this elimination. It should have been suspended years ago, as classes for this minor have not been taught for some time (ten years ago), but it officially remained on the books. |  |
| 1. **Review of Mathematics Major revisions for both BA & BS** | L. Brown relayed that changes to the BA and BS majors have finally caught up with the already approved changes to the Math Teaching major. Reviewing the changes, she noted that the BA was made a smaller major allowing for more elective choice and as an “out” for teaching majors not wishing to continue with the education degree. The BS is more science-based and focused.  B. Rayfield asked whether ensuring that programs have altered their program assessments and curricular maps essential before approval by this committee?  S. Powers offered that the Assessment Plan must be present for her final approval.  L. Brown noted that the Assessment Plan for all the majors is not altered by these changes, and so remains the same. Artifacts for assessment might change, but the assessed outcomes remain the same. |  |
| 1. **Review of Management Major, Management Information Systems Major, and Business Core for all Four-Year Majors** | K. Wilkinson explained the changes affecting all these programs. They have reduced the core requirements in an attempt to allow for more minors for their students. They worked with Mathematics for the development of a new course, MATH 105 to replace MATH 115, and they created at new ethics course for inclusion with the FS Ethics category in part to address a recognized need for more education on that topic for their majors. |  |
| 1. **Review of Computer Science Major-BS, Computer Science Minor, and Computer Science Teaching Minor (new program)** | J. Kinne addressed the proposal’s details. The existing core courses for the major and minors were shrunk. A third concentration (Data Science) was added to the existing two (Computing Science and Information Science), with a couple of 400-level courses required only for the Computing Science concentration, which remains more math-focused. They added catalog language to better define the differences between these concentrations. The CS Teaching minor contains all the courses needed to help students pass the licensing test and one new methods course.  D. Clark asked about staffing for the methods course.  J. Kinne responded that they would have to wait for the numbers to dictate a response. |  |
| 1. **Review of Communication Sciences and Disorders Program** | V. Hammen noted that this is a change in name only, with no change to the curriculum or the Assessment Plan. ORR wanted updated language to add to transparency. This is a general degree and not a pathway to a direct license. Practitioners still need an MS for a license. |  |
| 1. **Review of Communication Major new concentration in Health Communication** | S. Kopaczewski described the basic changes as clean up on electives (3-6 credits), encouraging interdisciplinary work through external electives, the addition of a writing course to replace COM 309, and the adding of the Health Communication concentration, for which all of the courses are already being offered.  J. Kinne brought up the history of the Health Communications minor not passing Senate a few years ago, inquiring essentially how this was related?  S. Kopaczewski noted that the required outside elective seemed to address the major concern.  J. Kinne inquired whether there was now support out of the college of Applied Health?  W. Nesser noted that the Public Health major itself has been altered lessening the fears of redundancy that had existed. |  |
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| 1. **Chair’s Report and Executive Action Items** | W. Ko noted that last December she sent messages to all Associate Deans regarding the language for addressing the major/minor overlap issue.  B. Yousif inquired as to any model official language.  A. Smith offered that Business Administration has a note section in their catalog copy.  S. Powers believed it safest to place prohibitions within the minors (i.e. which majors were prohibited from taking such minors) rather than the major descriptions, adding that minors come and go much more often and can also be addressed that way. |  |
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| 1. **Executive Committee Report** | NA |  |
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| 1. **Old Business** | NA |  |
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| **Adjournment** | Meeting adjourned 1:20 pm | Motion by B. Rayfield, second by D. Clark. |