

**Curriculum Committee
Minutes
December 7, 2023**

Present: Hideki Takei, Fabio Ambrocio, Erika Pazian, Lacy Ferrell, Tim Sorey, Benjamin White, Lizzie Brown, Susan Merrill, Yoshiko Takahashi, Mike Harrod, Jenny Dechaine-Berkas, Mike Gimlin, Kathryn Martell

Absent: Paul Ballard, Sayantani Mukherjee, student representative, Rachel Kirk, CB Dean representative, Sydney Thompson

Guest(s): None

Meeting was called to order at 3:10 p.m.

Meeting agenda was approved as presented.

November 16, 2023, minutes were approved with a correction in the Chairs report Senate is missing an "a". Minutes were approved as amended.

Committee introductions – Erika Pazian and Lacy Ferrell are new members to the committee.

Chairs report – We had two motions on the Faculty Senate agenda on November 29th. One of the motions was the Master of Applied Science (MAS) degree type did pass. The second motion for revisions to CWUP 5-50-010 was postponed to January. We were set to approve AVM 417, but the originator wished to incorporate all new learner outcomes. Had discussion with originator and they asked to have the proposal rejected back to them so they could make the changes. The report to Faculty Senate is in the TEAMS folder.

ASP 215/515 decision – Last meeting Naomi Petersen talked with the committee about these two proposals. She was fine with the suggested ways to handle these types of courses. These will need to go out for campus review and will be put on the December 7th review log.

Approval Log

#4 and #5 will be held until the minor is reviewed on the next log. STP 215 and IDS 335 are ready for approval. ASP 215 and ASP 515 will be sent out on the December 7 review log.

Lizzie moved to approve the November 16, 2024, approval log. Tim seconded and motion carried.

Review Log

Course Changes

#5 ART 585 – The course has "choose" and "judge" as learner outcomes. Are these acceptable as verbs? This is okay.

#12 HIST 313 – Learner outcomes have the verb “make” which may not be accessible. Learner outcome #2: Demonstrate knowledge that history is not simply the recitation of names and dates, but instead is a fluid subject where interpretations are constantly changing as a result of different methodologies and patterns of analysis.

#13 HIST 314 – Learner outcomes are missing the headers. This is okay.

#14 HIST 325 – One of the learner outcomes uses choose and develop. This reads more as an activity rather than learner outcome. Sayantani will do form.

#15 HIST 330 – Catalog narrative box is checked. They didn’t check the learner outcomes box, but they did make changes to their learner outcomes. Lacy asked if this could go back to the originator so they could make a few changes.

#19 HIST 334 One of the learner outcomes uses the verb “revise”. Reads more as an activity than a learner outcome. This is okay.

#21 HIST 341 – This is okay. Same as #15. Catalog narrative box is checked. They didn’t check the learner outcomes box, but they did make changes to their learner outcomes.

#24 HIST 380 – One of the learner outcomes was expressed with “understanding” Learner outcome #1: Understand the nature of history as a discipline, including the need to think chronologically and to understand different historical and cultural perspectives. Ben

#26 HIST 422 – Learner outcome #2: Demonstrate knowledge that history is not simply the recitation of names and dates, but instead is a fluid subject where interpretations are constantly changing as a result of different methodologies and patterns of analysis. Ben

#33 HIST 438/538 #35 HIST 442/542 Learner outcomes use “explain” This is a low-level verb relative to a 400-level course. They don’t have graduate level outcomes listed. Sayantani

#36 HIST 443 – This is okay

#37 HIST 444 – This is okay

#38 HIST 448 – Misspelling of the word “field” in the catalog description.

#40 HIST 452 – One of the learner outcomes uses “revise as a verb. Reads more like an activity. This is okay.

#41 HIST 464 – Not sure how to review layered or cross-listed a course? This is okay.

#43 HIST 473 – This is okay.

#44 HIST 474 – One of the learner outcomes uses plan and write as a verb. Reads more like an activity rather than learner outcome. No graduate level outcomes. Sayantani

Most of the history courses are layered with 500 level courses. This needs to be an email to the department indicating they need to show graduate level outcomes.

#50 SOC 109 – How do look at courses proposed for ADI. The committee needs to handle these proposals the same as any other. The only thing that cannot be changed are the five ADI outcomes.

Fabio moved to send the course changes out for campus review. Hideki seconded and motion was approved.

Program Changes

#6 Accessibility & Disability Studies Minor – Program requirements – add the word “other” in front of minor(s) to help clarify they are not talking about this minor. Minor edit for #6 - In the title, there needs to be a space in the course description in the third paragraph between the two words, "...suchas...", to read "...such as..." Fabio and Tim

#46 Library Media Certificate – Credit count discrepancy. 25-29 credits and count 25-28 credits. Eight different courses that are 3 credits, EDLM 592 1-4 credits. Mike G will fix the credits.

#47 Philosophy Major, BA (50 or 60 credits) – Students have a choice between 50 credits (with an additional minor or major) or 60 credits. However, the learner outcomes are similar even though they can take less credits? What additional outcomes or depth are the 10 credits providing? This is okay.

#48 Philosophy Minor – Concern there are only 100 and 300 level courses in the proposal. This is okay.

Lizzie moved to send out the program changes for campus review. Hideki seconded and motion passed.

Program Delete or Reserve

Tim moved to send out the program deletions and reserves. Hideki seconded and motion passed.

CWUP 5-50-010 – The committee discussed the proposed additional language to the administrative language.

(3) The administration is responsible for providing resources to the extent financial resources permit and support to help faculty deliver curriculum to students and to present new major proposals to the BOT. The administration also offers recommendations to faculty concerning curriculum alignment with institutional direction and curriculum compliance with external accreditation standards and state and federal laws.

Lizzie moved to approve the revised language for CWUP 5-50-010. Hideki seconded and approved.

“The administration is responsible for supporting implementation and continued support to help faculty deliver curriculum to students after curriculum has been reviewed and approved. Administration is responsible for presenting new major proposals to the BOT. The administration also offers recommendations to faculty concerning curriculum alignment with institutional direction, financial resources, and curriculum compliance with external accreditation standards and state and federal laws.”

Meeting was adjourned at 5:22 p.m.