

UNIVERSITY CURRICULUM COMMITTEE

2019-20 Meeting #6, October 14, 2019

Members (those present are in bold):

Lori Baker-Eveleth, Chair
Mark Adams
Julie Beeston
Lindsey Brown
Jim Connors
Jean-Marc Gauthier

Cher Hendricks
Aleksandra Hollingshead
Louie Land
Mark Nielsen
Dean Panttaja
Diane Prorak

Francesca Sammarruca
Steven Shook
Manoj Shrestha
Sanjay Sisodiya
Jesse Smith
Hannah Spear

Guests Present: Philip Scruggs, Taylor Raney, Bruce Saxman, Matthew Smitley, Raymond Dacey, Davin Carr-Chellman

Lori Baker-Eveleth called the meeting to order at 3:31 pm.

The October 7, 2019 minutes were approved.

Announcements and Communications: There were no announcements or communications.

Unfinished Business: There was no unfinished business to address.

New Business:

UCC Agenda number: UCC-20-020

Item under discussion: BUS 252 changing to BUS 354

Speaker: Raymond Dacey

Discussion: The goal is to build on the introductory ECON and ACCT courses. You need something to do analytics on, and with this course at the 200-level now there is not enough background knowledge to apply the analytics to. These changes will make it a 300-level course, remove "Introduction to" from the title, and add some prerequisites. The content will remain much the same but the depth will change. Lori Baker-Eveleth asked if the minor or other curriculum will need to be changed to reflect the new number and Ray Dacey answered that the Registrar's office will do that automatically.

Motion: Steven Shook

Second: Jim Connors

Outcome: Unanimously approved

UCC Agenda number: UCC-20-020

Item(s) under discussion: FIN 302, FIN 409, FIN 463, FIN 464, FIN 465, FIN 469, FIN 483, MIS 350, OM 370, and OM 470

Speaker: Ray Dacey

Discussion: Lindsey Brown asked about the prerequisites. Why does it list either 251 or 301 as requirements for most of these classes, but on FIN 302 it lists only 251? This was an oversight. Sanjay

Sisodiya suggested a friendly amendment to add STAT 301 to the FIN 302 prerequisites, which was accepted. Aleksandra Hollingshead asked why BUS 252 is being removed as a prerequisite on FIN 302 but the new BUS 354 is not being added. Sanjay Sisodiya replied that it's a sequence issue – students no longer need to take BUS 354 before FIN 302. Julie Beeston asked how often the 354 will be offered since it is being added as a prerequisite for so many classes. The class will be offered in Fall, Spring, and Summer semesters.

Friendly amendment: Prerequisite for FIN 302 should now read, "Prereq: FIN 301; ACCT 202; ECON 201 or ECON 272; MATH 160 or MATH 170; STAT 251 or STAT 301."

Motion: Aleksandra Hollingshead

Second: Jim Connors

Outcome: Unanimously approved

UCC Agenda number: UCC-20-019

Item under discussion: EDSP 120

Speaker: Lori Baker-Eveleth

Discussion: This is being held since it is linked to a Group B change that is not ready yet.

UCC Agenda number: UCC-20-019

Items under discussion: CTE 423/523

Speakers: Aleksandra Hollingshead, Taylor Raney

Discussion: This is for a new InSpIRE cohort connected to a grant we received from the Idaho Division of Career and Technical Education. The training is aligned with InSpIRE learning outcomes and meets Idaho CTE teacher preparation standards. There are 400- and 500-level courses proposed. These courses will allow teachers who are currently teaching CTE classes under a provisional license but do not yet qualify for a full teaching license to use experience and assignments to earn up to 15 credits. Teachers who pursue this will pay full tuition and will not be an added financial burden on the university. There is already a program to help them pursue their certification – it is an alternative-route program toward teacher certification. This is not a traditional program and won't be listed in the catalog in the same way. Cher Hendricks asked for clarification about whether this is a certificate program. How are the students coming to us and exiting from us? Taylor Raney clarified that it's more like a culminating experience, similar to student teaching. Jim Connors explained that the students aren't necessarily enrolled in a degree-seeking program for the university. Dr. John Cannon worked out an arrangement with the Idaho Division that if these students take these particular courses, they will have the necessary content to get their certification from the Department of Education. They will not leave UI with any kind of degree or credential, just the coursework and a recommendation that they should be certified. There was discussion about what the prerequisites should be since they are unclear in the current proposal. Lindsey Brown suggests as a prerequisite, "By permission and admission to the InSpIRE program." There was also discussion about whether variable credit is necessary if this is a cohort-style program. Cher Hendricks explained that the InSpIRE program already exists as a state-wide program because there is a need for CTE teachers in Idaho. This grant program was designed to help fill that gap. The creation of these classes will help these teachers – who are taking a non-traditional route to certification – get university credit and it will help UI get credit for their enrollment. Julie Beeston expressed concerns that there is already an existing program at UI with a similar name – "INSPIRE Idaho." This could cause confusion. However, the name cannot be changed since it is part of an existing state-wide program.

The official program name is “InSpire Educate.” There was discussion about the learning outcomes and assessment methods, which Amy Kingston read off from the original paperwork. Sanjay Sisodiya asked whether the need to evaluate the student portfolios will add to the department’s workload. However, John Cannon is already evaluating the portfolios now. There was also discussion about the course description being unclear. Steven Shook brought up frustration that he has been told he cannot do something similar to this for internships because of risk issues. Students have to be enrolled in the term in which they actually complete the work. How is this different? Are we not granting these CTE students experiential credit for times when they weren’t enrolled students? Lindsey Brown clarified that this CTE situation falls under experiential learning, which is allowed once a student is actually enrolled. Aleksandra Hollingshead is sending a note to ask the department to beef up the paperwork, particularly the course descriptions, specific learning outcomes, and rationale. They should also clarify the prerequisite per Lindsey Brown’s suggestion.

Motion to table, pending more information: Aleksandra Hollingshead

Second: Jim Connors

Outcome: Unanimously tabled

UCC Agenda number: UCC-20-019

Item under discussion: ED 533

Speaker: Aleksandra Hollingshead

Discussion: The main purpose of this is to allow graduate students to earn experience from teaching college-level courses. This will make it clear that they have taught at (and received mentorship at) the university level when they go to apply for faculty positions. A friendly amendment was made to switch the word “doctoral” in the course description to “graduate.” Jim Connors asked whether the students are getting any methods instructor or just co-teaching? He sees the need for a graduate-level teaching methods course. Aleksandra Hollingshead agrees but says they are lucky to even get this since most people leaving universities have no teaching experience. Lori Baker-Eveleth mentioned possible discussion within the College of Graduate Studies about creating a course like that for all graduate students and Steven Shook confirmed that. He is on graduate council and there has been such discussion.

Friendly Amendment: switch word “doctoral” in course description to “graduate”

Motion: Jim Connors

Second: Aleksandra Hollingshead

Outcome: Unanimously approved

UCC Agenda number: UCC-20-019

Item under discussion: EDCI 206

Speaker: Aleksandra Hollingshead

Discussion: Students used to take ENGL 241 online, but it was not offered enough so CEHHS has been offering this as a special topic. Aleksandra proposed a friendly amendment – at the request of the department – to cross-list this with ENGL 241. Mark Nielsen questioned the rationale for that cross-listing. The answer was that cross-listing will allow the departments to share resources in offering these classes. This led to further discussion about the benefits and disadvantages of cross-listing, which the committee has agreed to discuss further at a later date. Lindsey Brown explained that trying to cross-list EDCI 206 will necessarily change the course description, etc. because those must all match for cross-

listed courses. Aleksandra Hollingshead suggested leaving off the cross-listing but Taylor Raney says this is intended to be exactly the same as the English course so it is more appropriate to change the details of this class and cross-list it. There was discussion about whether cross-listing this with the English and Anthropology classes would require paperwork from those departments. Since cross-listing is necessarily two-way, the consensus was that such paperwork is required.

Motion to postpone for a later meeting, pending a revised EDCI form and a cross-listing form from ENGL and ANTH: Jim Connors

Second: Steven Shook

Outcome: Unanimously approved

UCC Agenda number: UCC-20-019

Items under discussion: EDCI 408, 409

Speaker: Taylor Raney

Discussion: There are currently literacy blocks and math blocks as part of the EDCI curriculum. They are decoupling these two classes from those blocks and incorporating classroom management, which is important to their student teachers. This change will allow students to get a classroom management component with the first set of classes that put them out in local schools. There was some discussion to clarify the content and course descriptions. Sanjay Sisodiya pointed out a difference in the titles of the two courses – one includes the word “elementary” and one does not. Taylor explained that these titles are incorrect – they should be Integrated Elementary Methods Practicum I and Integrated Elementary Methods Practicum II. In addition, a decision was made to add the word “elementary” before “content methods” in the course description of 408 to make it match 409. Note: The agenda included a typo under EDCI 408. The first corequisite should be EDCI 320 rather than EDCI 302. There was further discussion to clarify the prerequisites and corequisites.

Friendly Amendments: Title of EDCI 408 is now “Integrated Elementary Methods Practicum I,” title of EDCI 409 is now “Integrated Elementary Methods Practicum II,” the first corequisite under EDCI 408 should be EDCI 320, DAN 360 should be added to the first group of corequisites for EDCI 408 (to match the corequisites for EDCI 409), and the first line of the EDCI 408 course description is now “Implementation of elementary content methods, research ...”

Motion to approve, as amended: Jim Connors

Second: Aleksandra Hollingshead

Outcome: Unanimously approved

UCC Agenda number: UCC-20-019

Item under discussion: B.S.Ed. Elementary Education curriculum change

Speaker: Taylor Raney

Discussion: The titles of EDCI 408 and 409 should be fixed, as per prior amendments. Sanjay questioned whether a student could potentially do just 408 and have it count under both the Literacy and Math blocks the way it is written. Taylor Raney agreed that would be problematic and that is not the department’s intention. There was discussion about using asterisks and text to clarify that the same course could not count in both the Literacy and Math blocks, similar to the text used in Marketing. The final decision was to move both EDCI 408 and 409 above the individual blocks, directly under “Elementary Education Major Requirements.” The idea is that students take both blocks and both 408

and 409. Whichever block they take first, they take 408 with it. Then they take 409 with whichever block they take second. Cher mentioned that this confusion reinforces the importance of degree maps.

Friendly Amendments: Fix the titles on EDCI 408/409 as per the prior discussion, move EDCI 408 and 409 (as individual lines/courses) above the blocks as described above

Motion to approve, as amended: Jim Connors

Second: Aleksandra Hollingshead

Outcome: Unanimously approved

UCC Agenda number: UCC-20-019

Item under discussion: Health Education Teaching Minor

Speakers: Taylor Raney, Philip Scruggs

Discussion: PSYC 330 is not offered enough, so FCS 330 is being added as an appropriate substitute. Both classes meet the state standards for education certification so this gives students another option. Cher Hendricks checked and there are plenty of seats available in FCS 330.

Motion: Aleksandra Hollingshead

Second: Jim Connors

Outcome: Unanimously approved

UCC Agenda number: UCC-20-019

Item under discussion: AOLL 615

Speaker: Davin Carr-Chellman

Discussion: This has been offered as a special topic for the last year. Doctoral students do research projects alongside faculty in an apprenticeship model all the way through until their dissertation. There was discussion about the number of credits and it was determined that "Credit arranged" fits the intention here. Cher Hendricks asked about how this fits into the overall program. Davin Carr-Chellman explained that it fits into the students' immersion experience and within their specialization area. Most students will take about 10 credits of this. There was also discussion about how this meshes with dissertation credits. This is not intended as dissertation research. This class will capture the research students do alongside faculty members while completing their coursework, before they begin their own dissertation research. Lindsey Brown asked about whether the grading will be complete and submitted each semester even if the overall research project isn't completed yet. Davin Carr-Chellman explained that there are defined outcomes for each semester even if the overall research will continue, which will allow for grading each semester as a stand-alone class. While Davin Carr-Chellman would welcome the option of "In Progress" grading, Lindsey Brown explained that the Registrar's Office would prefer to have grades fully entered each semester for this class and Davin Carr-Chellman agreed. Cher Hendricks requested that the department make any necessary program changes quickly so Substitution/Waiver forms are no longer needed.

Motion: Aleksandra Hollingshead

Second: Jim Connors

Outcome: Unanimously approved

UCC Agenda number: UCC-20-019

Item under discussion: PEB prefix change to IFIT

Speaker: Philip Scruggs

Discussion: Physical Activity program has historically been PEB (Physical Education - Basic). This can cause confusion because that is also the main building name (PEB). This change will bring it to more current terminology and add some creativity to it. Lindsey Brown pointed out that there will be significant manual work required to rebuild each PEB class as an IFIT class for both Fall and Spring. Dr. Scruggs asked if the timing would allow for that section building to happen before students see the schedule and the answer was yes, assuming it goes into effect for Summer 2020.

Motion: Mark Nielsen

Second: Aleksandra Hollingshead

Outcome: Unanimously approved

UCC Agenda number: UCC-20-019

Item under discussion: PEP 430

Speaker: Bruce Saxman

Discussion: This is an attempt to maximize resources because of faculty shortage. Lindsey Brown asked about how this replaces RSTM 370, since that appears to be a very different course. Bruce Saxman explained that they are dropping RSTM 370 and merging that content with this new, more rigorous PEP 430.

Motion: Manoj Shrestha

Second: Aleksandra Hollingshead

Outcome: Unanimously approved

UCC Agenda number: UCC-20-019

Item under discussion: RSTM 275

Speaker: Bruce Saxman

Discussion: Sanjay Sisodiya asked where this will fit in the curriculum. Bruce Saxman explained that the whole curriculum is being revised into a menu format and this will be one course in a list of options students may take. Sanjay Sisodiya questioned whether this will increase workload, and Bruce responded that this class is already being taught. At this point, Philip Scruggs clarified that these already exist as PEP courses, and this proposal would just add the cross-listed RSTM versions. Note: The request to cross-list with PEP 275 and PEP 475 was not on the agenda, but it did appear on the form submitted by the department. At this point, a discussion arose about why there is a need for two undergraduate level versions of the same course – one at the 200-level and one at the 400-level. Lindsey Brown verified that the PEP 275/475 classes are currently set up this way, and Bruce Saxman explained that there is more rigor at the 400 level. Lori Baker-Eveleth asked whether students could take the 275 and then repeat it as 475. Technically, they could since they are separate courses. Cher Hendricks said this is very problematic. The committee asked Lindsey Brown if she had seen this situation before and she gave the example of Music, which is a slightly different situation. Philip Scruggs asked if dropping the PEP 275 and PEP 475 – leaving only the new RSTM sections - would address the committee's concerns. It would not, since the concerns were about joint-listing two undergraduate classes. Jim Connors and Sanjay Sisodiya both said they would vote against these two courses right now, based on the discussion so far. Bruce Saxman repeated that these classes are already being taught. This proposal will just bring in a broader student base by attracting RSTM students to the existing PEP classes. Cher Hendricks asked why they cannot just offer it under one prefix and change the degree maps accordingly. Philip Scruggs explained that RSTM wants it to show on the students' transcripts as an RSTM class, not a PEP class. He

then asked whether the committee was planning to table this or reject it altogether. Jim Connors and Steven Shook, along with several other committee members, reiterated concerns about joint-listing a 200-level and 400-level class. Bruce Saxman said that was not the issue at hand, since the PEP classes are already set up that way. Mark Nielsen agreed, stating that it was not subject to their vote since the PEP classes are already on the books. Bruce Saxman and Philip Scruggs both suggested they withdraw the request to create RSTM 275 and RSTM 475 and have their students take the PEP sections that already exist.

Motion to withdraw RSTM 275: Jim Connors

Second: Sanjay Sisodiya

Outcome: Unanimously approved

Note: While the discussion was about RSTM 275 and 475, the vote only mentioned RSTM 275.

Hearing no additional questions or discussions, Chairperson Lori Baker-Eveleth closed the meeting at 5:10 pm. UCC will reconvene on Monday, October 21, 2019.

Amy Kingston

UCC Secretary