

**UNIVERSITY CURRICULUM COMMITTEE**  
2019-20 Meeting #13, December 9, 2019

**Members (those present in bold):**

<b>Lori Baker-Eveleth, Chair*</b>	Stephen Fox*	Dean Panttaja
Mark Adams*	<b>Jean-Marc Gauthier*</b>	Diane Prorak*
<b>Julie Beeston*</b>	Anna Hanigan*	Francesca Sammarruca
<b>Lindsey Brown</b>	Cher Hendricks	<b>Steven Shook*</b>
Stone Carranza*	<b>Aleksandra Hollingshead*</b>	<b>Manoj Shrestha*</b>
<b>Jim Connors*</b>	<b>Mark Nielsen*</b>	<b>Sanjay Sisodiya*</b>

\* indicates voting member

**Guests Present:** Rebecca Frost, Dwaine Hubbard, Phillip Mead, Janine Darragh, John Crepeau, Terry Soule, Alex Maas

Lori Baker-Eveleth called the meeting to order at 3:33 pm.

The December 2, 2019 minutes were approved.

**Announcements and Communications**

- This will be the last meeting for Manoj Shrestha. Bert Baumgaertner is returning from sabbatical next semester and will rejoin the committee.

**Unfinished Business**

**UCC Agenda number:** UCC-20-036

**Items under consideration:** ACCT 555

**Speaker:** Lori Baker-Eveleth

**Discussion:** This course was originally created following the Enron scandal. The department has taught it during the summer as a special topic and would like to make it permanent.

**Motion:** Aleksandra Hollingshead

**Second:** Jim Connors

**Outcome:** Unanimously approved

**UCC Agenda number:** UCC-20-036

**Items under consideration:** M.Acct.

**Motion:** Jim Connors

**Second:** Manoj Shrestha

**Outcome:** Unanimously approved

**UCC Agenda number:** UCC-20-037

**Items under consideration:** EDCI 241

**Speaker:** Janine Darragh

**Discussion:** This course is cross-listed with ANTH 241 and ENGL 241. However, these others have a slightly different title. Hence, the friendly amendment below.

**Friendly Amendment:** Remove “And Linguistics” from the title. The title should now read, “Introduction to the Study of Language.”

**Motion:** Aleksandra Hollingshead

**Second:** Steven Shook

**Outcome:** Unanimously approved

**UCC Agenda number:** UCC-20-037

**Items under consideration:** CTE 423, CTE 523

**Speaker:** Aleksandra Hollingshead

**Discussion:** Aleksandra Hollingshead read notes from John Cannon explaining the program, since he was not able to join us at the meeting. His notes explained the basic structure of the program, which is the equivalent of five existing CTE courses. It will provide a way to recruit more students to the University of Idaho. Jim Connors explained that this program is for teachers who are already hired to teach CTE in the Idaho school system but do not hold a valid teaching certificate. The teachers go through the entire program and complete the content from the five classes mentioned above, just like any other teacher who is seeking certification. Then, they would register for CTE 423 or CTE 523 at the completion of the program to document their work in portfolio form. The 400-level class is for people who do not already have a Bachelor’s degree, whereas the 500-level class is for people who already have a Bachelor’s degree in something else but need teaching certification. Lori Baker-Eveleth asked some clarifying questions about the difference between the 423 and the 523. Lindsey Brown and Steven Shook both asked about the timing of the program. It looks like the students complete all of the content during the InSpIRE program, then pay at the end to get the credit hours. Lindsey Brown explained that this is not something the university typically does for students. Amy Kingston read an email exchange with John Cannon that explained the timeline – student complete the InSpIRE program, then apply for these credits, then begin additional coursework for a degree program. Steven Shook also questioned whether these should be professional development classes, which are prohibited from counting towards a degree program, per the catalog (D-6). The InSpIRE Educate website uses the words “professional development.” Aleksandra Hollingshead understands it differently. Her understanding is that the students complete the program (e.g., take the course) and can then apply the 15 credit hours towards either the B.Ed. or M.Ed. program. Steven Shook did not disagree, but he thinks the nature of these credits – the fact that the students are doing the work and then getting credits after, as well as the fact that they are already in-service teachers – fits most closely with professional development. Jim Connors responded that these are academic credits rather than professional development. The students are meeting the same content standards as full-time degree-seeking students receive. They are just getting the content in a different format over a two-year cohort program. Lindsey Brown wondered whether experiential portfolio credits or credit-by-exam credits would be more appropriate for this. Jim Connors explained that these are for students who want to complete a degree program, not just for those who want to get certified by the state. They will have done all the work to earn these credits, and they would be admitted as a UI student at the point they register for the credits. Sanjay Sisodiya asked a clarifying

question. Are the credit hours based on work the students do that semester, or a summary of work that has been done previously and is now being evaluated? Jim Connors explained that they do the work over the course of the two-year cohort program. Some students who do not want to convert that into a degree are finished at that point, while those who want a degree would sign up for this course to translate that work into credit hours towards the degree. Sanjay Sisodiya asked for clarification about which instructional expenses are being paid. Are the instructional expenses for UI being covered by the grant? Jim Connors explained that there is funding from the Idaho division of CTE to support the InSpIRE program and support the students going through the program. Students participating in the two-year cohort do not have to pay anything. Those students who want academic credits to count towards a degree must pay regular tuition fees for the credit. Sanjay Sisodiya pointed out a risk of gaming the system to yield a higher net revenue. Jim Connors does not think the grant will pay for the academic credits. Several committee members mentioned that it would be helpful to have John Cannon available to answer questions directly. Jim Connors pointed out the shortage of CTE teachers in the state of Idaho. That is why John Cannon worked with the state of Idaho to design this program. Sanjay Sisodiya thinks there are still questions about the timing of when students learn the content material versus when they will get the credits. He thinks this is slightly clearer than the last time it came before the committee, but may not be ready for approval yet. Lindsey Brown explained that she thinks these would be more appropriate as experiential-learning portfolio credits, since they are given after-the-fact. Then they could be tied directly to the three 5-credit CTE classes that already exist, rather than needing these separate courses. Lindsey Brown asked about how grading will work, since students will have already completed the coursework. Other things like registration deadlines also come into play. In addition, students may want to take a full load of courses in their first term after InSpIRE, but combining that with these credit hours would put them into the credit overload range. The committee decided they need to speak with John Cannon directly before moving forward. They are tabling this, pending his ability to appear before the committee.

**Motion to table:** Aleksandra Hollingshead

**Second:** Jim Connors

**Outcome:** Unanimously approved

**UCC Agenda number:** UCC-20-037

**Items under consideration:** Technical Workforce Training Undergraduate Academic Certificate

**Speaker:** Aleksandra Hollingshead

**Discussion:** Aleksandra Hollingshead listed the changes. Dwaine Hubbard expressed concern that this is an undergraduate certificate, but they are now requiring a graduate-level course as part of it. That limits the certificate to only seniors with a 3.0 GPA, since they are the only undergraduate students who can sign up for graduate-level courses. He recommends tabling this until we can look into a suitable undergraduate alternative.

**Motion to table:** Manoj Shrestha

**Second:** Sanjay Sisodiya

**Outcome:** Unanimously approved

**UCC Agenda number:** UCC-20-039

**Items under consideration:** M.Engr. in Civil Engineering

**Speaker:** John Crepeau

**Discussion:** The department is trying to reduce the number of credit hours from 33 to 30. Most Master's programs in the College of Engineering are only 30 credits. The course they propose eliminating is one that is taught in preparation for the final report and exam. The required coursework is not broken down in the catalog, but it is listed out in a program handbook. Lindsey Brown asked why that is. Several committee members explained that it is common practice. Most Master's programs do not break down the requirements in the catalog, but the faculty and advisors generally know what courses must be included on a student's study plan before they will sign off on it.

**Friendly Amendment:** add a semicolon between "or report" and "and to complete" in the third line from the bottom

**Motion:** Mark Nielsen

**Second:** Jim Connors

**Outcome:** Unanimously approved

**UCC Agenda number:** UCC-20-040

**Items under consideration:** ARCH 257

**Speaker:** Phillip Mead

**Discussion:** Reducing this class from 10 credits to 7 credits will ensure students transferring in from community college do not have to duplicate material that they have already taken, specifically content related to methods and materials. Students who do need that content would get the seven credits from this class and would also take ARCH 266 Materials and Methods (for a total of 10 credits). Lori Baker-Eveleth asked whether there needs to be any additional information added to ARCH 266 as a result of this change, and Phillip Mead answered no. Jim Connors clarified whether these are already UI students when they come to the boot camp. Phillip Mead said they are incoming students, and they have already been admitted to the university when they take the course. Students wanting to participate in the boot camp sign up for summer session, making that their first semester here at UI.

**Motion:** Sanjay Sisodiya

**Second:** Manoj Shrestha

**Outcome:** Unanimously approved

**UCC Agenda number:** UCC-20-040

**Items under consideration:** B.S.Arch. in Architecture

**Speaker:** Phillip Mead

**Discussion:** The department thought they eliminated all these courses last year. They are also unsure when or why MATH 143 disappeared from the required courses list, so they are adding that class back in. Mark Nielsen asked if Architecture students need Calculus, since he thinks they might. Phillip Mead replied that they really do not – Algebra is sufficient. He had to take Calculus when he was in school, but he does not feel it is necessary to succeed in the program, pass Physics 111, or pass the exam. Lindsey Brown asked about the narrative text below the list of required courses. That section seems to prescribe specific electives, but does not count them towards the 120 credit hours required for the major. Phillip Mead said he believes that is incorrect. That section describes 9 credits of electives, which would count towards the degree total. Lindsey Brown clarified her question – if they are specifying certain electives, it seems like those should be counted towards the 86 "in-major" credits. Typically, there are the major requirements plus general education classes plus free electives to add up to the total required credits to graduate. If the department is specifying certain electives rather than

allowing a student to choose free electives, those 9 credits should be included within the credit hours for the major. There was a discussion to clarify that paragraph, as well. It specifies nine credits total – three from within the college, three from outside the college, and three from any discipline (within or outside the college). Lindsey Brown explained that if the committee approves the concept, we can work with the department on the exact phrasing to ensure it is clear to students and the credits are tallied appropriately. Phillip Mead said that will work for him.

**Friendly Amendment:** Move the narrative paragraph up and include those nine credits in the major total

**Motion:** Sanjay Sisodiya

**Second:** Aleksandra Hollingshead

**Outcome:** Unanimously approved

**UCC Agenda number:** UCC-20-040

**Items under consideration:** M.Arch. in Architecture

**Speaker:** Phillip Mead

**Discussion:** This change is related to difficulty with enrollment in seminars. This change should increase enrollment in those seminars. Sanjay Sisodiya asked about how the degree total is only listed as 33 when the narrative at the top talks about “36 of the 45 credits.” Lindsey Brown said she thinks this involves a similar situation to the B.S.Arch. in Architecture. There are elective credits that are not being counted as part of the degree requirements. Phillip Mead gave permission for the Registrar’s Office to clean that up while maintaining the original intention.

**Friendly Amendment:** Clarify which electives are required and ensure those are included in the credit hour totals for the degree.

**Motion:** Sanjay Sisodiya

**Second:** Aleksandra Hollingshead

**Outcome:** Unanimously approved

**UCC Agenda number:** UCC-20-040

**Items under consideration:** B.F.A. in Studio Art and Design

**Speaker:** Gregory Turner-Rahman

**Discussion:** Gregory Turner-Rahman explained the changes, which are relatively minimal, and the rationale behind them.

**Motion:** Jim Connors

**Second:** Steven Shook

**Outcome:** Unanimously approved

**UCC Agenda number:** UCC-20-040

**Items under consideration:** IAD 151, IAD 152, IAD 231, IAD 281, IAD 282, IAD 344, IAD 351, IAD 352, IAD 368, IAD 451, IAD 452

**Speaker:** Phillip Mead

**Discussion:** There are a number of changes within IAD, many of which are related to a new faculty member who was hired recently and to the recent program name change from Interior Design to Interior Architecture and Design. Lindsey Brown asked about IAD 281 and IAD 282. The timelines covered by each class do not seem to line up. Phillip Mead explained that Neoclassicism is a breaking point right before the Industrial Revolution. Lindsey Brown asked whether there is a span of time

between the two that is not covered and Phillip Mead said no, there is no real gap in between. These are neighboring time periods. Lori Baker-Eveleth asked about the title of IAD 231. They do not appear to be changing the title, but she wonders if they would like to since the title does not match the other changes they are proposing. Jean-Marc Gauthier thinks it is fine with the current title and Phillip Mead agrees. Manoj Shrestha asked why IAD 152 needs the Roman numeral I since there is no part II in the series. It looks like IAD 151 is the Intro and 152 is more advanced. Phillip Mead explained that IAD 151 is a lecture course, not a design studio class. Thus, it is introductory-level. On the other hand, IAD 152 is a hands-on studio course. Steven Shook asked whether there is a part II course to pair with 152. There is not. Phillip Mead explained that students go into ARCH studio classes their second year. Then in the third year, they take 351, which is labeled as III. This is confusing, but it has been this way for quite a while in the catalog. Phillip Mead wonders if this might be an accreditation issue. It seems like the 253/254 combo is designed to be part II of the series, but these classes are cross-listed with ARCH classes so they need a title that is not specific to Interior Architecture and Design.

**Motion:** Aleksandra Hollingshead

**Second:** Jim Connors

**Outcome:** Unanimously approved

**UCC Agenda number:** UCC-20-040

**Items under consideration:** B.I.A.D. in Interior Architecture

**Motion:** Aleksandra Hollingshead

**Second:** Steven Shook

**Outcome:** Unanimously approved

**UCC Agenda number:** UCC-20-040

**Items under consideration:** VTD 152, VTD 153, VTD 154, VTD 245, VTD 246, VTD 253, VTD 266, VTD 271

**Speaker:** Jean-Marc Gauthier and Phillip Mead

**Discussion:** The department has issues with students who are ill-prepared for some of these classes, so this is an attempt to adjust and clarify prerequisites. Jean-Marc Gauthier explained the sequence they would like students to use for these courses and how these prerequisite changes will affect that. Lori Baker-Eveleth asked whether only the lecture from VTD 151 is required for VTD 152, and not the lab (VTD 151L). Jean-Marc Gauthier did not realize they were separate courses, but he thinks it will be fine.

**Friendly Amendments:** Correct a spelling error in VTD 271, Remove VTD 151 as a recommended preparation for VTD 152 since it is now listed as a prerequisite

**Motion:** Jim Connors

**Second:** Sanjay Sisodiya

**Outcome:** Unanimously approved

**UCC Agenda number:** UCC-20-038a

**Items under consideration:** M.Ed. and M.S. in Rehab Counseling

**Motion:** Aleksandra Hollingshead

**Second:** Jim Connors

**Outcome:** Unanimously approved

**UCC Agenda number:** UCC-20-038b

**Items under consideration:** Rehabilitation Counseling Category R Graduate Academic Certificate

**Speaker:** Aleksandra Hollingshead

**Discussion:** There was discussion about what Category R means – the committee is still unsure.

**Motion:** Aleksandra Hollingshead

**Second:** Steven Shook

**Outcome:** Unanimously approved

**UCC Agenda number:** UCC-20-038c

**Items under consideration:** M.Ed. and M.S. in School Counseling

**Speaker:** Aleksandra Hollingshead

**Discussion:** Aleksandra Hollingshead explained that these programs were discontinued about seven years ago but were never officially removed from the catalog, so this is a formality to complete the process. Mark Nielsen thinks this discontinuation is sad and should not have been done, since having UI alumnae in schools as guidance counselors can be a positive recruiting tool.

**Motion:** Aleksandra Hollingshead

**Second:** Steven Shook

**Outcome:** Unanimously approved

**UCC Agenda number:** UCC-20-038d

**Items under consideration:** TESOL

**Speaker:** Janine Darragh

**Discussion:** This program will move from English to EDCI. The main difference is that the TESL program in the English department was designed primarily for those who want to teach English internationally, whereas the TESOL program as managed by EDCI is designed for teachers who want to teach English as a second language in U.S. K-12 schools. They are going to tweak the program a bit to keep it alive, and it will now be housed in the College of Education instead of CLASS. It would probably have ceased to exist otherwise, since Bal Sharma is the “last linguist standing” in CLASS. Lori Baker-Eveleth asked how many students are typically in this program. Janine Darragh explained that right now, there are 10-12 students. There have been up to 20, but enrollment is down now, in part due to barriers facing international students. Lindsey Brown questioned whether this change is substantial enough to require the discontinuation of one program and the creation of a new one. It has already passed the Provost’s Office and Graduate Council approval processes, which would have taken that into account. Sanjay Sisodiya shared Lindsey Brown’s concerns, noting that the strikethroughs and additions to the curriculum add up to at least 50%. Janine Darragh noted that many of these classes are basically equivalent, but they have different titles to meet certification and accreditation requirements in the College of Education.

**Motion:** Aleksandra Hollingshead

**Second:** Sanjay Sisodiya

**Outcome:** Unanimously approved

**UCC Agenda number:** UCC-20-038e

**Items under consideration:** M.A.T. Secondary

**Speaker:** Aleksandra Hollingshead

**Discussion:** This is not really a new program, they are just changing the label. Right now, these programs exist as Master's plus certification programs. Among peer institutions, they are generally offered as M.A.T. programs. This change will help with recruitment. The M.Ed. will remain for those teachers who do not need certification but want a Master's degree. These M.A.T. programs are designed for prospective teachers who are not certified and do not have an education degree, but have an undergraduate degree in some other field. The M.A.T. program will help them get their Master's degree and meet certification requirements at the same time. Mark Nielsen mentioned that the Math Department has an M.A.T. program that assumes students already have teaching certification. Jim Connors mentioned that in AGED, there is one Master's in Agricultural Education program that is for both students who are already certified and those who are not. There seems to be no standard protocol across different fields. Dwaine Hubbard pointed out a description of the Master of Arts in Teaching in the College of Graduate Studies section of the catalog that seems to contradict some aspects of this proposed degree. For example, it mentions that the M.A.T. is "primarily for certified teachers who wish to strengthen their subject-matter preparation" and it only requires six credit hours of graduate-level classes. The proposed M.A.T. in Secondary Education seems to be a much more demanding degree. Will that cause issues for accreditation? Aleksandra Hollingshead reiterated that the main goal of these changes is to provide clarity about what programs the university offers and which one would be most appropriate for which students. Based on the department's experience and research, the proposed M.A.T. is aligned with what other Education programs offer. Mark Nielsen gave a more detailed explanation of the M.A.T. in Mathematics curriculum. The primary purpose of that M.A.T. program is for in-service Math teachers who do not feel they have adequate background in Math. It allows them to get a Master's degree while shoring up their mathematical understanding. They primarily take undergraduate-level courses with the minimum-required six credits of graduate-level courses. Lori Baker-Eveleth wonders if there will be confusion that the CEHHS interpretation of M.A.T. vs M.Ed. will essentially be backwards from the Math interpretation. The general consensus was that they do not have to match, and Aleksandra Hollingshead would like to move forward with these proposals as they are now. Lindsey Brown suggests that if we move forward, we might want to rethink the COGS wording of Master of Arts in Teaching since that specifies it is for certified teachers. She does not want us to pass something that is in violation of our own internal regulations and policies.

**Friendly Amendment:** Talk to Grad Council about rewording the description of the Master of Arts in Teaching in the catalog

**Motion:** Aleksandra Hollingshead

**Second:** Sanjay Sisodiya

**Outcome:** Unanimously approved

### **Additional Questions or Discussion**

Chairperson Lori Baker-Eveleth closed the meeting at 5:06 pm. UCC will reconvene on Monday, December 27, 2019.

Amy Kingston  
UCC Secretary