

# University Curriculum Committee

## Minutes # 6

October 27, 2021

Members Present: Califf, Carlson, Howell, Jia, Johnston, Newport, Paolucci, Pence, Hunter, Kalter, Falbe, Leonard, Kroesch, Hurd, Jin, Duffy, Myers

Members Absent: Sammons, Sessom

Guests: Ian Gawron – Registrar’s Office, Rose Marshack – Creative Technologies, Jodi Decremer – Creative Technologies, Susan Hildebrandt – Special Education, Yun-Ching Chung – Special Education, Kimberly Nance – Language, Literatures and Cultures, Jane Koscielak - Special Education.

**1. Convene:** Califf convened the UCC meeting

**2. Introductions:**

**3. Approval of Minutes:**

**4. Proposed Discussion and Action:**

**a. Audio and Music Production (CTK) – Jia, Hunter**

The lead reviewers explained that the program is a new program and that it is meant to attract music students who might be interested in other aspects of creative technologies. They explained that this was meant to help mesh music and other fields. The lead reviewers explained that new courses were proposed and approved, that the hours totaled correctly, and that the FIF was approved. Califf asked about potential letters of support for the program and from the affected departments (ART, MUS, THE). Paolucci explained that CTK has partnerships with College of Fine Arts departments/schools and that they actively have systems in place to facilitate enrollment in each other’s programs. There was a general conversation about the partnership between CFA departments/schools and how the different representatives are on CFA’s curriculum committee. This discussion included: Paolucci, Kalter, Califf, Hurd, Marshack (guest). Hunter motioned a vote of approval. Jia seconded. All voted in favor. Zero against. Zero abstained. Below is the approved catalog copy:

Major Requirements

Minimum required credit hours: 57

CTK 201

CTK 202

CTK 203

CTK 204

CTK 208

CTK 301

CTK 302

CTK 345

CTK 370

MUS 175

MUS 223

Take 1 (3 credit hours) of the following

ART 103

ART 104

ART 109

Take 1 (2 credit hours) of the following

MUS 118

MUS 121a10

MUS 126

Take 1 (3 credit hours) of the following

THE 110

THE 130

THE 160

Take 2 (6 credit hours) of the following

Courses must be from two separate disciplines

Art

ART 155

ART 156

ART 275

Music

MUS 152

MUS 275

Theatre

THE 170

THE 171

THE 275a01

THE 275a02

Take 12 credit hours of electives from the following

CTK 260

CTK 300\*

CTK 303

CTK 320

CTK 330

CTK 340

CTK 356

CTK 357

CTK 377

CTK 380\*

CTK 390

CTK 398

ART 253

Notes

\*Multiple enrollments are allowed in CTK 300 and CTK 380 with different decimalized topics courses. Please see Course Finder for course options.

**b. Minor in Spanish (LAN) – Jia, Hunter**

The lead reviewers explained that the changes to this program appear to be simple. They highlighted that SPA 235 was being added as an option for a requirement and that there were some minor editorial changes made to better specify the number of elective credits needed. There was a brief general discussion about the new course being added, and some of the terminology used in the catalog copy. This discussion included: Hunter, Pence, Nance (guest). Hunter motioned a vote of approval. Jia seconded. All voted in favor. Zero against. Zero abstained. Below is the approved catalog copy:

Minor in Spanish

24 total credit hours required

Required courses

SPA 115

SPA 116 or SPA 120

SPA 213

SPA 214 or SPA 235 or SPA 240

SPA 215 or SPA 233

Take 7 credit hours from the below list

SPA 111 (Other than CAP, no credit may be earned below SPA 115 once it has been taken)

SPA 112 (Other than CAP, no credit may be earned below SPA 115 once it has been taken)

SPA 214

SPA 235 (if not taken to fulfill requirement)  
SPA 240 (if not taken to fulfill requirement)  
SPA 215  
SPA 233 (if not taken to fulfill requirement)  
SPA 243  
SPA 244  
SPA 287  
SPA 300  
SPA 305  
SPA 310  
SPA 311  
SPA 323  
SPA 324  
SPA 326  
SPA 327  
SPA 336  
SPA 337  
SPA 360  
SPA 370  
SPA 385

**c. Special Education Proposals – Jia, Hunter**

There were three proposals looking to make the same change. Because of this, the lead reviewers thought it would be best to discuss the proposals together, as opposed to separately. The lead reviewers explained that the only change was the removal of MAT 130 from the program as it was no longer a pre-requisite to SED 368. Students could select any general education math course and not be limited to MAT 130. The lead reviewers indicated that this change was initially opposed by the Mathematics department and was curious about the motivations for the change to remove MAT 130. It was explained that MAT 130 was the only course in the program that held students back and delayed graduation, that the course had a high DFW (drop, failure or withdrawal) rate, that this course has caused hardship for students, that removing this course frees up the mathematics general education course so that students can take what they would like for math, that there are transferability issues with MAT 130 that are currently unresolved, and that instructors are re-teaching some of the content from 130 in 368. It was also explained that MAT's concerns were heard, that there was a mediation process that was held, and that a resolution was reached. This resolution included:

- SED would provide DFW data to MAT for SED students.
- SED will go ahead with the proposal to remove MAT 130 as a requirement and a pre-requisite for 368.
- SED students will still have a general math requirement.
- SED will list MAT 130 as a recommended general education math course.
- MAT & SED will work together on a SED major specific decimalized section of MAT 130.

It was generally discussed what MAT 130 covers for course content. This general discussion on MAT 130's content included: Chung (guest), Kroesch, Jia, Kalter, Koscielak (guest). Parts were discussed further, such as this joint course SED/MAT were going to create, and MAT's current perspective on the topic, and how it relates to the program. This discussion included: Howell, Hurd, Califf, Hunter. Hurd and Koscielak (guest) provided insights into the transferability concerns of MAT 130 that are still unresolved. Chung reaffirmed that MAT 130, and MAT generally, was not being taken away and that support for this change involves the clinical side, and other sections of the SED department. Chung (guest) also highlighted that students appear to be successful so far in SED 368 without MAT 130 completion, and that the removal of the prerequisite of SED 368 (which had been MAT 130) was already approved. Chung (guest) provided additional information on current support services the department provides to students in MAT 130, such as a mentorship program and additional resources. Kalter asked questions concerning the history of adding MAT 130 to the program, and why it was added initially. Kalter also asked about the DFW rate and if better support services, such as tutoring, could be provided. There was a general discussion on these points that largely included: Hurd, Koscielak (guest), Chung (guest), Paolucci, Duffy, Pence. The discussion primarily indicated that MAT 130 is difficult to tutor given the instructor-specific teaching approaches of the course; the current DFW rates; the specific difficulties of individual student experiences; and the importance of the current SED teacher shortage and potential barriers that prevent SED students from graduating. Califf asked about supplemental instruction and was assured that all sections of MAT 130 have supplemental instruction. Califf noted that supplemental instruction does include tutoring sessions. Paolucci indicated that MAT 130 may be a department-specific concern and that an evaluation on the part of the MAT department of the course may be needed. Hurd indicated it was up to the department to initiate that. A general discussion on DFW rates and MAT 130 occurred between Hunter, Paolucci, Hurd, Jia, and Duffy. There was another general discussion concerning motivations for removing MAT 130, hypotheticals, and how data would be helpful to this discussion. This discussion included: Johnston, Paolucci, Koscielak (guest). Kalter indicated an interest in fully knowing MAT's reasoning concerning their objection to the change. This prompted a discussion about MAT's objection letter, the rationale, and a brief reading of the letter by Hildebrandt (guest). This discussion included: Kalter, Hurd, Califf, Jia, Hildebrandt (guest), Chung (guest). MAT's rationale appeared to be primarily based on MAT 130 being a well-designed course, and that other MAT courses could cause potentially higher DFW rates.

This letter was submitted prior to the mediation meeting with Hurd, SED, and MAT that resulted in the above listed outcomes. The letter prompted additional discussion on the discrepancies of DFW rates between SED statements and MAT's statements. This discussion concerning the discrepancy included: Leonard, Paolucci, Kalter, Hildebrandt (guest), Duffy. Hurd reiterated that MAT's chair was invited to the UCC meeting, and in separate conversations with Hurd and Califf, Seelinger reiterated that, although he did not agree with the removal of MAT 130, he was sympathetic to the arguments that departments should not be able to dictate curriculum changes of other departments so as not to infringe on departmental and academic autonomy. Chung also reiterated these points. Gawron (guest) highlighted that deadlines are relevant to these discussions and that if the proposal is not approved in a timely fashion that this could delay the program changes another year. Gawron (guest) also highlighted student economic considerations and the potential harm that can be caused when students must retake the same course, worsening their GPA, and causing other stress. Koscielak (guest) seconded these sentiments spoke to experience that some students must enroll in, and pay for, this course three times. Califf indicated that waiting to vote on the proposed SED changes would be appropriate, and that continued discussion and a potential vote could occur at the next UCC meeting (11/3/2021).

## **5. Liaison Assignments:**

- a. Council for General Education – Califf indicated that CGE had not met since the last UCC meeting.
- b. Council for Teacher Education – Kroesch indicated that CTE had not met since the last UCC meeting.
- c. Academic Affairs Committee – Due to the discussion on the action items, there was no AAC report presented during the UCC meeting, but Kalter sent a report via email to the UCC members.

## **6. Staff Report:**

Nothing

## **7. Miscellaneous:**

Nothing

## **8. Adjournment:**

The UCC adjourned approximately 4:35 pm.