

Curriculum Committee Minutes

February 23, 2010
 3:00 pm.
 South Administration Conference Room

Chair: Daphne Selbert

Present: Paul Abegg, Karen Bauer, Sue Bennett, Darl Biniiaz, Randal Chase, Addison Everett, Carole Grady, Brent Hanson, Carlene Holm, Nate Jensen, Gordon Jolley, Curtis Larsen, Philip Lee, Scott Mortensen, Rick Palmer, Spencer Potter, JD Robertson, Jay Slade, Pete VanValkenburg, Glenn Webb, Dennis Wignall, Linda Wright

Absent: Brenda Sabey (excused), David Roos

Visitor: Nancy Allred, Linda Rogers, Janet Campbell, Ami Comeford, Florence Bacabac, Cheri Crenshaw, Victor Hasfurther.

Agenda Items	Motions	Vote Results	Action/Discussion
Minutes Curriculum Committee Minutes (Feb. 9, 2010)	M: Scott Mortensen S: Dennis Wignall	APPROVED	
Curriculum Items			
Arts & Letters			
NFS 1100: Basic Food Preparation Skills & Techniques Course Revision Effective: Fall 2010	M: Curtis Larsen S: Glenn Webb	APPROVED (vote taken on all FCS/PEHR courses)	Number change/contact hour change. Culinary Arts course is to be added to the curriculum; however, it has a common course number throughout the state of 1240 (which this course is currently numbered). Since they're adding the Culinary Arts course, this needs to be renumbered. The contact hour change indicates an "embedded" lab.
NFS 1240: Culinary Arts Course Addition Effective: Fall 2010			Added to the curriculum. Brent Hanson indicated that they're "reusing" a number. It has been stressed to the department chairs that numbers could not be reused. In this situation, this is a common course number that we HAVE to use. Brent was concerned this would create problems on transcripts for students. This is a legitimate concern, but the problems would mostly occur in a "prerequisite" area if the old 1240 course (Basic Food Prep/Lab) was to become a prerequisite to another course—especially if the Culinary Arts curriculum ever expands.

Agenda Items	Motions	Vote Results	Action/Discussion
			We really don't have a choice but to reuse the number where its mandated by the state, but be aware there could be potential prerequisite problems in the future by re-using the number.
NFS 1245: Food Preparation Skills & Techniques Lab Single Change Form Course Deletion Effective: Fall 2010			Course deletion. This course was "embedded" into the new NFS 1100 course listed above.
PEHR 1540: Outdoor Recreation Survey Course Addition Effective: Fall 2010			This course has been taught as a seminar course in PEHR. It has a common course number throughout the state, therefore, the request is to move this course to its own number. The department is hoping this will help increase the number of students taking the course since it gets hidden in the class schedule as a Seminar course.
Single Change Form - PEHR-FITNESS CENTER PEHR 1088: Fitness Center I (repeat for credit) PEHR 1089: Fitness Center II (course deletion) PEHR 1090: Fitness Center III (course deletion) PEHR 1091: Fitness Center IV (course deletion) PEHR 1092: Fitness Center V (course deletion) PEHR 1093: Fitness Center VI (course deletion) PEHR 1094: Fitness Center VII (course deletion) PEHR 1095: Fitness Center VIII (course deletion) Effective: Fall 2010			Deletion of all but one Fitness Center course, and making the one course repeatable up to 8 times (subject to graduation restrictions). It was questioned why the title remains at Fitness Center I. Linda indicated that plans are to have an Intermediate level of fitness center in the future which would have the "II" indicator in the title. Daphne questioned whether the course description reflected the repeatable credits. Linda said that at the present time, students are able to take fitness center up to 8 times but they have to register for another number. With the catalog changes coming, they're moving to put the first number repeatable up to 8 times (subject to graduation restrictions). This course is currently a graded AND a pass/fail course. Will they continue with this type of grading system? Indications were that Christian would like to continue as is.
ENGL 3341: Studies in Writing,	M: Sue Bennett	APPROVED	Additional upper-division elective credits for the English

Agenda Items	Motions	Vote Results	Action/Discussion
Rhetoric, and Pedagogy Course Addition Effective: Spring 2010	S: Curtis Larsen		Professional Technical Writing degree.
ECON 1740: Economic History of the United States Course Addition Effective: Fall 2010	M: Addison Everett S: Brent Hanson	APPROVED – Vote taken on single change form only which included: Econ 1740, JAPN 2010, 2020, PHIL 1250, POLS 3030. GE status to be determined and brought back to the committee for approval.	ECON 1740, JAPN 2010, 2020, PHIL 1250 need to go through the GE committee for GE status approval. This action is to approve the courses, but the GE status needs to be brought back.
JAPN 2010: Intermediate Japanese I (course addition)			
JAPN 2020: Intermediate Japanese II (course addition)			
PHIL 1250: Reasoning & Rational Decision-Making (course addition)			
POLS 3030: State and Local Government (course addition)			This course would be a prerequisite for the U/U Social Work degree that will be brought to Dixie's campus.
PSY 2000: Writing in Psychology: APA Style Course Revision	M: Addison Everett S: Curtis Larsen	APPROVED	Revision. Contact hr. When it was originally presented, the contact time on the form was incorrect. The correction should be 2 lecture/2 labs for 3 credits. Randal Chase indicated that the Communication area uses APA Writing Style also and would like to send students to this class, but PSY 1010 is a prerequisite. John Jones indicated that he would take this back to the psychology department and discuss it with them for the possibility of eliminating the PSY 1010 prerequisite. Psychology

Agenda Items	Motions	Vote Results	Action/Discussion
PSY 3010: Research Methods in Psychology Course Revision Effective: Fall 2010			majors may have challenges without the prerequisite. Prerequisite change. PSY 1010 is a prerequisite to 2000 and to 3000, so it's redundant to have it as a prerequisite to 3010. But 2000 needs to be a prerequisite to 3010.
PSY 2990: Seminar in Psychology Course Deletion Effective: Fall 2010			John Jones indicated there would be seminar courses in the psychology program and these would be redundant. Since we've only used the 2990 number in the past for seminar courses, this would open up the 2991-2999 numbers for re-use.
PSY 4910: Capstone Research in Psychology Course Addition Effective: Fall 2010			There was a question in the previous CC meeting on these two courses: (4910/4920). Are students required to take TWO capstone courses? John Jones indicated there are TWO options: none of the students are required to take BOTH. The Bachelor of Science students would be required to take 4910. The Bachelor of Arts students have the option of taking either 4910 or 4920.
PSY 4920: Capstone Seminar in Psychology Course Addition Effective: Fall 2010			(see comment above)
Business			
Science & Allied Health			
Auto Certificate Modification	M: Curtis Larsen S: Randal Chase	APPROVED -	Change in certificate requirements. Students are required to take 4 classes to receive this certificate. There have been times that classes have been canceled and has created a wait time for students to receive their certificates. By adding 4 additional courses, students have the choice of additional courses being taught in order to complete their certificates. These courses

Agenda Items	Motions	Vote Results	Action/Discussion
			prepare the students to take the ASE Certification test. Question was asked if this goes into effect July 1 or now. The committee felt that if it benefitted students now it should be approved for now; however, it won't show up until the 2010-2011 catalog (July 1).
RADT 2140: Clinical Education V Course Revision Effective: Summer 2010	M: Curtis Larsen S: Scott Mortensen	APPROVED	Housekeeping (prerequisite, description, fee increase). RADT 2150 should have been a prerequisite to 2140 rather than a co-requisite. This was to change that action, the course description, and to increase the fee to \$60 (from \$50). Concern was expressed that the prerequisite number is larger than the course number. Carole indicated that they realized that, but the Medical Radiography curriculum will be going through a major revision. It should occur during the catalog revision. Nate Jensen, student representative, asked why the fee was increasing. Answer: Students pay dosimetry test fees, and the cost of those fees have increased.
BS in Mathematics Proposal	M: Scott Mortensen S: Curtis Larsen Motion to Table: Nate Jensen S: Carole Grady	TABLED - Vote resulted in 7 opposed to table; 8 approved to table. Vote included both BS in Math and BS in Math Educ Proposals.	Incomplete proposal. Scott apologized for the appearance because he was out of town when he was told these were to be on the agenda. The Math proposal has empty appendices, but they're the same as what's in the Math Ed proposal. The committee felt that the information in these appeared to be incomplete. There were some errors pointed out in course numbers, there was no library data, and the financial information was not included. Concern was expressed that this committee should only be concerned with the curriculum portion of the proposals. There was opposition to this concern because our committee is supposed to be approving a program which is more than just looking at the curriculum. Comment was made that the "charge of this committee was to make recommendations—not make approvals." Our charge is the curriculum. Daphne indicated that may be true, but we also have expressed concerns when information was missing from prior proposals. That "we feel that this, this, and this, needs to be addressed." The curriculum in these proposals are current curriculum with

Agenda Items	Motions	Vote Results	Action/Discussion
			<p>no additions and are currently in the teaching rotation. There are no new courses added that are not currently in our math inventory.</p> <p>Math 4500. Does this replace Secondary Ed 4700? This course will be taught by the Math dept rather than the Secondary Ed department. Secondary Education asks that you have a methods course be taught if possible.</p> <p>Upper-division. Question was asked that it appeared to be that the students will have to take most of the electives to get to the 40 upper-division credits. Scott indicated that you didn't have to take upper-division in Math. Students could take other upper-division in other areas, but the core has to be math. 24 are required for Math, but nearly half will be required by the Math dept. 16 credits more would be upper-division in other areas. The question was asked what was being done with the upper-division writing/ethics/diversity requirements for these proposals. Scott indicated these were not in these proposals at this time. Are these required? Some committee members felt that they weren't required at this time, but would be for later on. Daphne indicated that this committee couldn't judge this on an incomplete proposal. Couldn't we just approve the curriculum? Committee members are frustrated with the fact that the template for proposals is confusing and felt that direction for writing these proposals meets with a lot of difficulty if you don't know where you're going on it. Part of the confusion is the re-inventing of the wheel in order to get it written. It's tough enough as it is—especially when you don't know what you're doing in the first place.</p> <p>In checking with the chair of Academic Council, the proposals <u>do</u> have to be complete. We're not the final judgement and curriculum committee is a "recommendation", but it does have to follow the complete template.</p> <p>It was indicated that if we didn't pass this at this time, this would impact whether or not this degree is offered next year or</p>

Agenda Items	Motions	Vote Results	Action/Discussion
			not—that the timeline is affected enough that it won't reach the Regents agenda in time to pass, if we don't pass these proposals today.
BS in Mathematics Education Proposal			Incomplete proposal. (see comment notes above).
BS in Computer Science Degree Proposal	<p>M: Curtis Larsen S: Darl Biniaz</p> <p>Motion to Divide original motion: Curtis Larsen S: Randal Chase</p> <p>Curtis withdrew the original motion to go to the Motion to Divide.</p>	TABLED – Motion to divide to Approve Graphic Design, and table Computer Science	<p>No finance information included. Incomplete proposal. Daphne indicated that from the discussion with the Math proposals, all proposals need to be in complete form before going forward to Academic Council. Randal Chase wanted to make an appeal to Academic Council from Curriculum Committee, that the role of the CC is curriculum only and that other concerns in proposals (such as budgets) be the concern of other professionals. Brent Hanson indicated that another option, which has been done before, is conditional approval on completion of some bit of information.</p> <p>The Chair of Academic Council has confirmed that course proposals and program proposals need to be complete when they are recommended to Academic Council. While the Curriculum Committee passes proposals in the form of recommendation, this Committee is an important part of the review process.” AND “The committee requested that if documents are not complete, they should be returned to the creator of the proposal or other document for completion. Only completed proposals or documents should come before the committee.”</p>
BS in Graphic Design Degree Change (BS-Design-Illustration, BS Design-Print, BS Design-Web)			Remove all required programming and information technology courses so that designers who want to work in a technical design area still have that option to do so without having to go through the programming classes. Curtis indicated this is a barrier because they lose students yearly who decide not to continue on in the VT emphasis because of programming classes. By

Agenda Items	Motions	Vote Results	Action/Discussion
			<p>eliminating the programming prerequisites, this opens the courses to other students. Three emphases will be a part of this degree (Design-Illustration, Design-Print, and Design-Web). Design-Web students will still have to take a few programming classes in order to complete the web curriculum.</p> <p>In looking at the sheets, it looks like the curriculum will take on new prefixes and numbers.</p> <p>Brent Hanson commented that the Graphic Design degree preparation process has been a model of interdisciplinary collaboration—that the fine arts people have been on board from the early discussions and it’s exciting to see the students get the benefits of that kind of communication between the different parts of the campus.</p>
Action Items			
Discussion Items			
GE Restructuring Memo			<p>John Jones, chairman of the GE committee presented the discussion of restructuring the GE requirements. Main concern is to provide a program that is coherent and consistent to the philosophy of liberal education. Regent’s compliance is somewhat the heart of what the committee is recommending. What is the definition of breadth and depth? 4-yr institutions should look at the requirements as “breadth” requirements. Depth comes primarily through the majors. The committee wants to establish true “breadth” in the programs. That’s part of what’s motivating the desire to add courses to areas. Where and how we do assign those credits? They’re thinking of a flexible floating requirement. The committee felt strongly that Literature is one of those breadth areas that is extremely important from the philosophy of liberal education. That’s what motivated that recommendation. The GE committee felt that a student could graduate without having read a great novel or poetry and that it’s a hole that needs to be filled.</p>

Agenda Items	Motions	Vote Results	Action/Discussion
			<p>Discussion led to the fact that a computer requirement would be eliminated from the GE requirements. Students should not leave Dixie without knowing how to write—thus ENGL 1010/2010 is required. The same can be said about computer courses. No student should leave without knowing how to use a computer.</p> <p>Communications is another area that was expressed a student should not leave Dixie without having had a course in. This individual felt that this proposal would eliminate breadth in order to get into depth, and is counterproductive—it takes away options rather than giving options.</p> <p>If CIS/LI were eliminated from the list of requirements, to bring in 6 additional credits, and if we bring back a breadth/depth requirement, do we force the student into an area that they don't have emphasis in, or how do you configure that? LEAP and AACU are leaning towards "problem solving" or integration courses. What is a better option that would advantage more students (diversity?) Global Understanding? What courses do we have that expose students to global issues? Philosophy maybe? Cultural? Where is the free credit to come from?</p> <p>How does the Communication area fit in? COMM should not be locked in with the Fine Arts area. At other institutions, Humanities & Social Sciences is where they're at.</p> <p>The GE Committee knows that COMM and FA courses do not fit. The decision should be based on criteria for every course. They are not going to be biased or pre-judge the placement of the COMM courses. Throughout the state COMM fits in the Hum/Soc Sci areas.</p> <p>The question was asked: "What would be the problem having a second Humanities elective, and the choice could be between a Comm or Lit course?" Increase the number of choices rather than mandate what a student has to take. Example: Humanities: 6 credits (choose between different prefixes;).</p> <p>One committee member felt that the GE requirements should be LEAN—that it meets the minimum requirements of the Regents (30 credit cap). In this proposal it says 33. Reasons for committing to the smaller number: 1) puts more control over personal curricular choices in the hands of the students (a positive action because it</p>

Agenda Items	Motions	Vote Results	Action/Discussion
			<p>gives them ownership of their own education); 2) timely completion ; 3) protection of the BA degree. If we keep stacking numbers into GE, the less likely a student can fit a language in. A formula of this would be to add only one more class than two more. A line item of adding an additional literature course should bite the dust if we go down this road. Whether we go with another Humanities class, or a Communication possibility, or a wide-open choice (in order to get up to the 30 minimum), give as much control as possible to the student. The breadth would be the student choice.</p> <p>Dixie currently has the leanest GE curriculum in the state (this statement was challenged saying USU had less). The average among the 4-year schools is 35 credits. If we add 6 credits, we're still under that average. Other institutions seem to manage a higher number of credits with GE; we don't see why we couldn't either (GE Committee). They think it's in the best interest of 4-year liberal arts education . Obviously, majors are important, but it's the bigger picture they're trying to encourage people to look at--the broader education of the student. The primary motivation was not to just add the 3 credits to meet minimum requirements of the Regents, but to strengthen the GE program.</p> <p>The "exploration" requirement has to be outside of their discipline.</p> <p>Test out feature for CIS is currently in the works. According to the CIS dept, the majority of our students do not know computer literacy. Students do not know how to turn on the computer, send emails w/attachments, headers and footers, citations, Power Point presentations, (how to print them)—returning students seem to be more illiterate on computer skills. It would really harm our students if we take that requirement away. This department is servicing all other disciplines on campus. As it states, if a test out is done, only about 5 percent of the students will succeed; they'll have to take the class anyway and will NOT receive the GE credit. Students make have to stay longer to get in their requirements.</p> <p>John Jones made a distinction between GE and not GE. Freshman Orientation. We're trying to require it, but we can't. figure out HOW to require it. The committee doesn't feel that it's a GE requirement (or should be) and have not felt pressure to make it a</p>

Agenda Items	Motions	Vote Results	Action/Discussion
			<p>requirement. Whether it's Freshman Orientation, a health and wellness course, or computer literacy, although the committee feels they're all important, it's a matter of "fit." Those types of courses do not FIT in GE—they don't fit the basics. There needs to be some way to create a boundary between what is and is not GE and it has to be driven by philosophy of general education, and not term "general" as "basic."</p> <p>Comment was made on the Information Literacy requirement. In this recommendation, it is recommended that it be retained as a GE requirement but be earned as an elective. If it's a requirement, it's not an elective. The Mission Statement and Accrediting Body specifically supports the Information Literacy component.</p> <p>GE vs. Institutional Requirement. Example: moving computers or Information Literacy, could send a strong signal to people about what kind of preparation we expect—to enter the institution and succeed. This is what college is about—the student needs to enter through the door prepared to do certain things. Mathematics is one of those areas where students are not prepared for Math 1050, so students are having to take courses to prepare for Math 1050—thus adding more time and classes to the student's time of graduation. It was suggested that an Institutional Requirement be a "skilled" requirement, and a GE requirement be comprehension across the curriculum.</p> <p>Laboratory experience. It was suggested that the committee look at a Science Laboratory experience be looked at as a GE requirement, or any other laboratory experience.</p> <p>Discussion of the GE requirements has given the GE committee food for thought. The committee will take this and work it over and bring it back for further discussion.</p>
Adjourned: 5:05 PM	M: Curtis Larsen S: Darl Biniaz	APPROVED	

