

UNIVERSITY CURRICULUM COUNCIL
Tuesday, March 12, 2013
3:15p.m.
Baker Center Room 231
Sixth Meeting of 2012-2013



ATTENDANCE:

Present: Arch, Bernstein, Bolon, Carlsen (for Johnson), Casebolt, Descutner, Henderson, Hodson (for Webster), Ingram, Lamb (for Scott), Li, Marinellie (for Leite), Martin, Moberg (for Sherman), Palmer, Patterson (for Middleton), Scanlon (for Frank), Thomas, Tuck, Uhalde

Excused: Brooks, Burns, Duvert, James, Jones, Monwar

Absent: Barbee, Behnke, Broughton, Carr, Carter, Clouse, Farley, Hartman, Irwin, Marchenkov, Mattley, Middleton, Morris, Muhammad, O'Dell, Saini, Shambora, Shaw, Sherman, Sherrow, Shields, Stidd, Twilley, White, Williams

Guests: Alost, Bulow

CHAIR'S REPORT: David Thomas

Thomas called the sixth meeting of 2012-2013 to order at 3:15 p.m. and welcomed everyone.

Thomas asked for approval of the February 12, 2013 minutes. Palmer moved. Bolon seconded. Motion carried. Minutes approved.

Thomas reported on the status of OCEAN 1.9375 stating that it is still buggy.” Two options are available. One is to take OCEAN to 2.0. The other is to look at Curriculog. There have been two meetings with Digital Architecture, the company that owns Curriculog. There will need to be a testing period before any decision is made. Issues with both options include finances.

Thomas and Sayrs met with Deb Gearhart, the Vice Provost of eLearning and Strategic Partnerships. She is aware of the group that met and looked at Distant Learning five years ago. She would like to develop an advisory group. Thomas asked that if anyone was interested in being a part of that group to let him know.

Thomas and Sayrs would like input into how Semesters is doing a call for input will be sent out from Elizabeth Sayrs.

Thomas will be seeking input from committee chairs to reconfigure UCC so that it's more equitable as far as committee members and work load. He asked that committee members give input to their chairs.

Thomas reminded the Council that there will be two meetings in April. The first will be April 9th and the second will be April 30th.

Thomas asked the Council members for input regarding the new website that is being developed.

Palmer informed the Council, after the chair's report, that Faculty Senate has passed a resolution on guidelines for Bilateral Articulation Agreements. The resolution states that the program-to-course equivalencies created under bilateral articulation agreements cannot be used for General Education credit at Ohio University. This will be for courses that are not on the line for Ohio Transfer Module. It was pointed out that there will be difficulties. For instance, within nursing programs this has been an issue especially with labs. Discussion followed.

INDIVIDUAL COURSE COMMITTEE: Anita James, Chair

Patterson presented the minutes from the Individual Course Committee meetings for James. WGS 4810J is not a JE course but it is a J course. Courses approved as amended unanimously by voice vote.

PROGRAMS COMMITTEE: Jim Casebolt, Chair

Casebolt presented the Programs Committee agenda to the Council.

FOR SECOND READING:

Motion to approve the slate of second readings
Motion unanimously carried by voice vote.
Slate approved.-

❖ **NEW PROGRAM:** ORXXX6 – Journalism Minor

- “The minor in Journalism offers students an overview of the role of media in society and an understanding of basic theories and practices of newsgathering and strategic communication. The minor helps students to communicate information about their major disciplines to a wide audience across multiple media platforms.”
- “Completion of the Journalism minor will enable students to pursue career opportunities in which critical analysis of information, media literacy, and an understanding of basic journalistic concepts are required.”
- The minor includes 18 hours of courses, all in journalism, and a minimum of two (one required and one elective) 3000 or above.

❖ **REVISION:** CTEMPI – Empirical Study of Language Certificate

- “The Certificate in the Experimental Study of Language is an interdisciplinary complement to any undergraduate bachelor's program. The scientific study of language is spread across multiple disciplines and is growing rapidly. The proposed program is designed to enhance the preparation for students who plan to enter graduate study in an area of language investigation that has an experimental focus.”
 - 1. Change of certificate name to Certificate in the Experimental Study of Language
 - 2. The certificate program is to be housed in one of the four Patron Departments. For the foreseeable future, that Patron Department will be Communication Sciences and Disorders.

- 3. Quarter to semester modifications in specific course requirements, totaling 35 semester hours
- ❖ REVISION: MA4209 – Development Studies Masters
- “Currently, the Master of Arts in International Development Studies program requires students to complete 48 credit hours. In addition to the general requirement (28 credit hours), each student can choose and complete one of the four 20-hour concentrations (i.e., Environment, Gender, Health, and Social Sciences). This proposal is to add “Sport and Development” as the 5th option to the concentration list.”
- ❖ NEW PROGRAM: CTX15G – Sport and Development Certificate
- “The use of sport as a vehicle for promoting and facilitating a wide range of social and welfare needs is a well-established feature in numerous countries. It has a unique power to create unity and bind people to a goal. Despite this, it has seldom been used in a development context or as a development lever for change. This certificate focuses on the nexus of sport and development and is designed to provide any graduate students at Ohio University with an understanding of how sport can promote positive change and facilitate development among seriously divided societies, as well as promote discipline, dedication, and community among segments of populations. This certificate helps prepare professionals to study sport from a critical development perspective.”
 - Support note from Andrew Kreutzer (Dept. of Sports Administration) added to OCEAN discussion tab
- ❖ NEW PROGRAM: CTX16G – East Asian Studies Certificate
- “The graduate certificate program in East Asian Studies provides the opportunity for students in any graduate student at Ohio University to integrate their disciplinary work with a regional expertise in East Asia. The certificate is intended to complement a major course of study and better prepare students for work as practitioners in related government, development, and aid agencies, as well as in private and academic organizations. The interdisciplinary nature of the program allows students to develop proficiencies in the conceptual frameworks of East Asian Studies and to develop targeted proficiencies in areas of professional and/or research interest. By pairing their disciplinary work with a regional interest, this certificate will provide them with the formal credential in East Asian Studies as part of their programs. This certificate requires a minimum of 20 semester credit hours. This generally entails 12 semester hours of core courses and two semesters of foreign language or equivalent courses.”
 - New information added to the Relations tab in OCEAN

**UCC Process for Offering Approved Undergraduate Programs
at ~~New Locations~~ Other Ohio University Campuses
For Second Reading, March 12, 2012**

WHEREAS in accordance with Faculty Handbook section VII.B, the University Curriculum Council (UCC) is to make recommendations in curricular matters that include the "...addition, relocation, and deletion of academic programs and degrees";

WHEREAS extant UCC processes address program additions and changes, and program relocation within the same campus, and the process for program deletion is described in Section II.D.4.c of the Faculty Handbook;

WHEREAS UCC and the Programs Committee currently have no process for previously-approved undergraduate curricula being newly offered as full programs at locations other than the originating campus;

WHEREAS the UCC new program approval process evaluates non-curricular aspects of proposed programs, such as the need/purposes of the program (including the estimated demand for the program), resource needs (faculty, space, and financial requirements), and how increased enrollment may increase demand in other departments (e.g. general education courses, course required outside the department).

WHEREAS Ohio University's move to Responsibility-centered Management (RCM) includes a robust role for UCC in monitoring and preventing inappropriate program and course duplications and curricular hoarding;¹

THEREFORE, when newly offering an approved program at a different OU campus, the following process will be used to address this gap in our current policy in a manner consistent with existing UCC requirements for program approval and program relocation, modified to account for the fact that the curricular portion of the program is already approved.

The goal of this process is to ensure that there has been broad consultation in the decision-making process, that adequate facilities and resources will be available at the new location, and that continued interaction and shared decision-making between the originating and new locations will occur.

The process will use a memo-based format similar to the memo-based program relocation process:

1) The new location will submit a department/school/campus-level proposal to UCC that outlines the information required in the appendix. The proposal should address any issues that will affect academic areas at the new location, including the need for new courses and the potential for both increased enrollment in courses outside the program and increased need for general education courses. The department chair, school director, or division coordinator as well

¹ See the draft "Responsibility Centered Management Academic Quality Indicators" at <http://www.ohio.edu/provost/rcm/manage/upload/Draft-Academic-Quality-Indicators.pdf>

as the Dean of the unit in the new location should sign the memo, which the Dean's office then will submit to the Programs Committee of UCC.

2) The originating program will submit a program-level memo signed by the department chair or school director to UCC that specifies the originating program's position—neutral, affirmative, or negative—on the request to offer the program at a new location. The Dean of the unit that is the home of the originating program and the department chair or school director should sign this memo.

The Programs Committee will review the memos and will submit a report to the UCC outlining their position on the new location, including any specific concerns about the new program location. The UCC will follow its standard practice of two readings of the Programs Committee report for the proposed new program location. A UCC vote to receive the Programs Committee report indicates that based on the information in the memos, UCC (1) believes that broad input from affected programs and their associated faculty was considered; and (2) believes that critical financial, staffing, and academic quality issues have been adequately addressed; and (3) believes that there will continue to be significant consultation and interaction between the home program and new program locations.

General guidelines:

1) Certain aspects of the original program remain the same regardless of location, such as admission standards, curriculum, minimal qualifications expected of instructors, and so on.

2) Changes to a program apply to all offerings of the program, regardless of location. All program changes must be approved by the "home" originating program.

3) New program locations will be reviewed at the same time as their "home" originating program.

4) Faculty, staff, and administrators at all locations will be expected to participate fully in program review and accreditation when applicable.

Appendix: Outline of Memo for Offering Approved Undergraduate Programs at Other Ohio University Campuses

The content of this outline duplicates the outline of the New Semester Program Proposal Guidelines-Undergraduate, deleting irrelevant items that are specific to the curriculum.

I) Summary Statement

- 1) Title of Program, Degree to be conferred, Administrative unit proposing program, Date of submission
- 2) A brief (< 500 word) statement summarizing the **need/purposes** of the program (including the estimated demand for the program), a summary of **resource needs** (faculty, space, and financial requirements), and the **date of proposed implementation**.

II) The Need for the Program

- 1) What is the local, regional, and national demand for graduates of the proposed program location?
 - (a) Any statistical documentation would be helpful.
- 2) What other schools within Ohio offer the same or a similar program?
 - (a) What has happened to enrollments at those schools in recent years?
- 3) At which other locations is the program currently offered? Can students fulfill their educational and/or vocational needs through the existing program location? If they cannot, why not?
- 4) How does the proposed program location align with the current vision for the university?
- 5) List departments or other academic units at Ohio University and elsewhere that were consulted in the development of this proposal. Approval is required from departments whose high-demand courses your program will require.
- 6) From what geographic area do you anticipate that students will be drawn for the proposed program location?
- 7) How many students do you anticipate will enroll in the program in each of its first four years?
 - (a) To what extent will enrollments in the new program location come from students who would **otherwise** enroll in **another program at** the same location **anyhow**?
 - (b) To what extent will enrollments in the new program location come from students who would enroll in the same program at another location?
 - (c) To what extent is it anticipated that the enrollment will represent "new" (incremental) students?
 - (d) Are there any upper limits on program enrollment? (If so, specify.)

III) Faculty and Instructional Resources

- 1) Will current faculty, new faculty, or a combination of both be used? How?
 - (a) How will new faculty for the new program location be selected? By whom?
 - (b) What are the minimal qualifications expected of instructors in the program? (This must be the same as the **"home"** **originating** program.)
 - (c) What is the tenure status of any identifiable current Ohio University faculty who are probable program participants in the new location?

- 2) What is the likely teaching load of faculty members teaching in the new location? How does this compare to the **home originating** program?
- 3) What is the projected ratio of FTE students to FTE faculty in the new location?
- 4) **Describe the existing facilities and other physical resources, document their sufficiency, and enumerate any changes or additions that will be necessary.**

IV) Administration and Coordination

- 1) Who chose (or will choose) the **administrative officer(s) director/coordinator(s)** in the new location?
- 2) What is the title of the **administrator director/coordinator(s)** who will administer the new program location?
- 3) Will the **administrator director/coordinator** (s) have academic rank?
 - (a) If a new **administrator director/coordinator** will be hired, what are the minimal academic credentials acceptable?
- 4) Who will be responsible for coordinating with the **home originating** program? What plans are in place to ensure interaction between programs at all locations?

V) Timing and Evaluation -

- 1) Has any external publicity about this program location already been generated?
 - (a) If so, by whom and why?
 - (b) Have applications for admission at the new location already been entertained?
- 2) When do you want the program to start at the new location? How will the program be phased in?
- 3) New program locations **may** be evaluated annually by their **originating** colleges. **What additional assessment tools are suggested to evaluate the new program location once ongoing?**

VI) Budget and Financial

- 1) List an anticipated budget of revenues and expenses for at least the first two years of the new program location.
- 2) Under costs, add in the incremental costs of instruction taken in areas outside the program (e.g. electives); if these costs are perceived to equal zero, state why the increased student burden in other areas will not add to financial costs and impede educational quality.
- 3) What is the extent of the fixed costs of the new program location for the first two years?
 - (a) By fixed costs, we mean those expenses that will be incurred even if enrollment is almost zero.
- 4) How much would expenses be reduced if enrollment equals only one-half the amount indicated in the budget?
- 5) What is your estimate of how conservative or optimistic your budget projections are?

Motion made to approve the Guidelines

Motion approved by voice vote with 1 abstention

Guidelines approved.

FOR FIRST READING:

- ❖ NEW PROGRAM: CTX11G – Clinical Informatics Certificate
 - “Clinical informatics education focuses on how clinicians store, retrieve and analyze health information. In practice, knowledge of clinical informatics transforms the delivery of health care by creating information and communication systems to help clinicians design, implement and analyze health data to enhance individual and population health outcomes, improve patient care, and foster efficient and effective clinician- patient interactions.... The proposed Graduate Certificate in Clinical Informatics offers an online/blended curriculum and establishes the foundation for a Master of Science Degree in Clinical Informatics which will be proposed in the future.”
 - Certificate requires 5 courses from 3 department, totaling 20 credits
 - It was noted that the total credits should be 16.
 - “If students do not have a health care background, they must take HLTH 6010: Introduction to the US Health Care Delivery System (3 credits)”
 - What does this mean? Who decides and on what standard?
- ❖ REVISED PROGRAM: ORJAZZ – Jazz Studies Minor
 - “The Minor in Jazz Studies is intended for undergraduate music majors who wish to emphasize the study of jazz in addition to their major area of focus.”
 - UCC Guidelines state, “Academic Minor programs at Ohio University... Are open to any student pursuing a baccalaureate program at the University”
 - “This minor will enable music majors to go on to graduate programs with experience and coursework in jazz at the undergraduate level. Teachers, therapists, and other music majors who go on to professional work will have the background and experience to use jazz with confidence in their professional work.”
 - Requires 18 hours
 - “History of Rock II, MUS 2240, has been added to the group of suggested electives.”
 - Question arose at to rather UCC approval is needed to add just one course to a program. If a change is 25% or less, it went to the program chair to make sure the committee agrees and it is not a UCC matter. Discussion followed.
- ❖ From Media Arts & Studies:
 - NEW PROGRAM: NDXX01 – Pre-Media Arts and Studies
 - “With almost 700 undergraduates and nearly two-dozen faculty, the School of Media Arts and Studies is proud to play a central role in the Scripps College of Communication. Strong demand to join the School dictates that we have entry requirements above the university's requirements.”
 - “This is a premajor so all students understand all facets of the School of Media Arts and Studies before choosing a major (BCXX01, BCXX02, BCXX04, BCXX05, BCXX06)”

- “For admission consideration into the School of Media Arts and Studies, all applicants should meet or exceed the following minimum guidelines: Class Rank: Top 40% of your class Test Scores: ACT Composite Score of 23 -or- SAT 1 Combined Score of 1060 Students are admitted to the pre-major for the first year of matriculation. At the end of the first year students apply to one of five emphasis areas: Media & Social Change; Games & Animation; Music Production & Recording Industry; Screenwriting & Producing; or Integrated Media. All students in the pre-major will be accepted into one of the five emphasis areas; however, not every student will be placed in his/her first choice of emphasis area.”

- What criteria will be used to place students into emphasis areas?

- From Eric Williams:

- ◆ Rationale for selectivity in the MDIA Majors

Three of our five Majors are limited by computer lab space, recording studio space and faculty (Games & Animation -- limited by lab space and faculty; Music Production and Recording Industry -- limited by recording studio space; and Screenwriting & Producing -- limited by faculty). The other two majors are much more flexible (Media & Social Change, and Integrated Media) and can expand or contract as needed. Due to limited resources in three of our majors, we need to limit the amount of students entering those particular areas of our program. However, because of the flexibility of the remaining two majors, we are able to accommodate **all** of our students in one of our five majors.

- ◆ Admission into the Five Majors

Admission to the majors will be determined in April, prior to Fall registration for first year students. By this time, all first year students will have taken or will currently be enrolled in MDIA 1010, MDIA 1020, MDIA 2010 and a set of two 1.5-credit hour Productions Basics courses.

- ◆ Admission will be based upon three criteria:

- 1. Current GPA in the first year MDIA courses
- 2. Written essays (assigned in the first year MDIA courses) submitted in the form of a multi-section blog
- 3. A small creative portfolio developed in the production basics courses.

- ◆ Students will identify their TOP THREE majors from a list of five. Faculty will review applications and assign majors in accordance to a performance/interest-area rubric. Based upon informal surveys of the first year students, it appears as if most (if not all) students will be assigned to one of their top two choices. We will not "cut" anyone from the program. There is room for everyone in their top three choices.

- NEW PROGRAM: BCXX01 – Media Arts and Studies: Documentary and Social Change
 - “The Media & Social Change emphasis area provides students with creative skills in non-fiction production while exploring the social effects that media have on society.”
- NEW PROGRAM: BCXX02 – Media Arts and Studies: Games and Animation

- “The Games & Animation emphasis area encourages students to explore the production of computer animation and digital games while also providing an understanding of the management and leadership roles in these industries.”
- NEW PROGRAM: BCXX04 – Media Arts and Studies: Music Production and Recording Industry
 - “Music Production & Recording Industry: This area encourages students to explore the music recording industry and, in addition to teaching skills in audio production, is organized to provide an understanding of the management, creative and leadership roles inside the industry.”
- NEW PROGRAM: BCXX05 – Media Arts and Studies: Screenwriting and Producing
 - “The Screenwriting & Producing emphasis area develops skills and experiences in the writing and producing of fiction scripts for film, video, television, games and the web.”
- NEW PROGRAM: BCXX06 – Media Arts and Studies: Collaborative Media
 - “Integrated Media: The Integrated Media emphasis area offers students the most flexibility to design their own curriculum. We encourage students to explore a variety of creative production skills while still emphasizing the context in which their media is created; courses may include both fiction and non-fiction elements in a variety of media.”
 - Foreign languages are included with the humanities/fine arts requirements in addition to the separate language requirement – a student could fulfill both requirements with only Tier I comp plus foreign language (effectively, double-dipping)
 - In the language requirement, is it intended to say "approved list OF modern languages" rather than "approved list OR modern languages"? The first implies that only modern languages can be used, and only some, whereas the current wording implies that any modern language is fine, plus others (classical languages?) from a list
 - In the social science requirement, can ANY course in these majors work, or should certain kinds of courses (e.g. special topics, independent studies, internships) NOT count?

❖ NAME CHANGE: College of Fine Arts – School of Art

- Proposes to change name to “School of Art + Design”
- **Proposed Change:** Change the name of the School of Art to the School of Art + Design.

Rationale: The majority of faculty members in the School of Art voted (December 14, 2012) to change the name of the School from the School of Art to the School of Art + Design. The term “Design” is a contemporary and culturally significant term, used and embraced by disciplines in the arts, and its inclusion in the School name will bring a contemporary character to the School and better reflect the curriculum of the School, which includes a large array of design courses in the disciplines of Graphic Design and Interior Architecture. The School offers professional BFA degrees in both disciplines and the number of undergraduate students in these two majors regularly reaches or exceeds

100 students annually. In addition, Graphic Design has a graduate program with a healthy enrollment. The proposed name change will allow us to increase our program visibility for current and prospective students interested in design at Ohio University. Students will more easily be able to discover the design programs contained within our school.

- The Program Committee was unanimous in agreeing with the addition of “Design” to the name of the School. Debate centered on the use of “+” as opposed to “and.” A representative of the School who attended the meeting presented a rationale that was persuasive to the majority of committee members present.
 - Visual Communications has a problem with the School of Art being given exclusive use of “design” in its name

NOTIFICATION:

❖ MAJOR CODE REQUEST from Patton College of Education

For state Teacher Leader Endorsement and Superintendent Endorsement

REVIEW COMMITTEE: David Ingram, Chair

Ingram presented two reviews for first reading.

RHE Computer Science Technology (CTCH) Program

Summary

The Program Review Committee presents their review and recommendations regarding the Computer Science Technology (CTCH) program offered at the Chillicothe, Lancaster, and Southern campuses.

The program is found to be in jeopardy and the program review committee recommends a follow up review in academic year 2016 to determine whether the concerns identified in the review have been addressed and to determine the viability of the program at that time.

Dean Tuck pointed out that the review is dated. Chillicothe did not have a director at the time of the review but there is a director now. There was inaccurate information in the review regarding the age of the computers being used in Lancaster. Many issues listed in the review have been resolved. The regional deans would like to write a rebuttal letter to update what has happened to be included in the review to go to the Board of Trustees. It was agreed that this be allowed.

RHE Medical Assisting Technology (MAT) Program

Summary

The Program Review Committee presents their review and recommendations regarding the Medical Assisting Technology (MAT) program offered at the Lancaster campus.

The program is found to be viable but, after considering the response of the executive dean, the program review committee recommends a follow up review in academic year 2016 to determine whether the faculty that are due to retire have been replaced, and if not, to determine the viability of the program.

Dean Tuck informed the Council that at the time he was asked to respond, the faculty member had not declared they would retire, the dean had the position in the personal plan but the personal plan has not been approved. Currently, the faculty member has declared they will retire, the plan has been approved and there will be a search for the position. The follow up review will be to verify that the position has been filled and not a full review.

Ingram presented the Self Study Guidelines for First Reading

The main issue was the level of financial support from the Administration. Meetings were held and document updated to reflect the support. Education session. Travel money allocated to bring in a person to support the department's efforts to prepare for a review. Action plan to provide a one-time only fund to help a program address a problem. This could be an RCM opportunity.

Concerns were raised regarding program vs. department. There's question as to who will be distributing the money. Within a department and school there may be multiple programs that are reviewed, traditionally, all at the same time.

Program Review is looked at on a departmental level.

The guidelines are posted on the web site.

GENERAL EDUCATION: Dave Thomas, Chair

The committee did not meet as a whole. Thomas handled 2 requests for an adjustment in a student's general education. The committee is looking at a 3rd request.

NEW BUSINESS

None

There being no further business, Thomas adjourned the meeting at 4:45 p.m.