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

ATTENDANCE:
Present: Arch, Bernstein, Bolon, Broughton, Casebolt, Duvert, Giesey (for Irwin), Hodson (for Webster), Ingram, James, Li, Marchenkov, Martin, Moberg (for Sherman), Monwar, Palmer, Patterson (for Middleton), Scanlon (for Frank), Thomas, Tuck, Uhalde

Excused: Brooks, Burns, Shambora

Absent: Barbee, Behnke, Carr, Carter, Clouse, Descutner, Farley, Hartman, Henderson, Johnson, Jones, Leite, Mattley, Middleton, Morris, Muhammad, O'Dell, Saini, Scott, Shaw, Sherman, Sherrow, Shields, Stidd, Twilley, White, Williams

Guests: Bulow, Brown

CHAIR'S REPORT: David Thomas

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

Thomas asked for approval of the January 22, 2013 minutes. Tuck moved. James seconded. Motion carried. Minutes approved.

Thomas informed the Council that he attended the Board of Trustees meeting held in Chillicothe. He gave credit to Tuck for hosting a fine meeting. Tuck gave credit to his faculty and staff for the meeting. The Trustees discussed the potential of guaranteed tuition models as well as debt approaching ½ billion dollars for capital improvements. No Board decisions have been made on these as yet. The President gave a report regarding Governor Kasich's plan for Higher Education.

The Academics Committee, as it does annually, heard a presentation on the academic performance of student athletes. The overall success rate of our student athletes is higher than that of the general student body at OU using GSR: The Graduate Success Rate. However, Academic Performance Rate (APR), a measure commonly used by NCAA was not mentioned. Thomas asked for clarity regarding APR.

Thomas informed the Council that one member of the Board of Trustees has asked that the Program Reviews come off of the consent agenda. The Trustee misread a comment on one of the reviews. Tuck clarified that it was moved off the consent agenda because of a comment that was put in the review about assessment tools for learning outcomes not being put in the self-study. Tuck pointed out that the old guidelines which the review was written under did not require them in the self-study. A point that the provost made at the meeting. Discussion followed. All the reviews passed.

Thomas informed the Council that he will be doing a series of meetings regarding E Learning.

General Education Task Force II will meet in about ten days.

INDIVIDUAL COURSE COMMITTEE: Anita James, Chair

James presented the minutes from the Individual Course Committee meetings.
Courses approved 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 the three second readings**
> **Motion carried unanimously by voice vote;**
> **Slate approved.**

❖ NEW PROGRAM: ORXXX5 – Aviation Management Minor

➢ The Aviation Management Minor will allow students to communicate and work efficiently with aviation professionals. It will allow students the opportunity to expand their knowledge base and possibly work within the field of aviation while still utilizing the student's primary baccalaureate degree.

▪ The committee expressed concern that the Management faculty were consulted on the use of MGT2000/2100, but entries in the OCEAN discussion tab show that this was done.

❖ REVISION: BS6361 – Hotel, Restaurant, and Tourism

➢ "The RHT program currently has two tracks; this was implemented several years ago and has proved problematic. Sometimes students decide to pursue the other track from the one they began; other times career and internship opportunities would benefit from having completed courses in the "other" track. The current two tracks present confusion to students while they are navigating their choices.

➢ Combining the two tracks adds only two additional courses for the students' programs of study, and benefits them because all students become prepared for restaurant, hotel, and tourism industry leadership in its multiple facets.

➢ The program changes proposed also eliminate three courses (one ECON, JOUR 2500, MGT 3300) and add one (MIS 2011); thus making the total number of courses changed in the program.

▪ The committee expressed concern if the MIS faculty were consulted on the use of MIS2011; a note from Thom Brown has been added to OCEAN showing support.

➢ Finally, The statistics requirement has been changed from PSY 2110 (4 hours) to PSY 1110 (3 hours), reducing the total required hours for the major by one. The changes in ECON and PSY reflect changes in the business minor (all students are required to complete), which does not require these courses. ECON 1000 has been selected as more appropriate than the ECON 1030 + 1040 series. JOUR 2500 and MGT 3300 have been

eliminated to better streamline the curriculum and enable focus with the addition of the "whole program" curriculum in favor of the track options."

❖ REVISION: MS5184 – Music Theory

➢ "The current "theory core" required for this degree includes MUS 5030: Post-Tonal Analysis (4.0HR). The proposed change would allow for either MUS 5030 or MUS 5902: Special Topics in Post-Tonal Analysis (3.0HR) as part of the theory core requirements. The total number of credits for the degree will not change. If a student takes MUS 5902 (3.0HR), then they would need to take one more elective credit. There are multiple 1-4 credits courses available (e.g. composition lessons are 1 credit) for electives."

Academic Minor programs at Ohio University
Provide a significant academic experience within a single discipline
Minimum of 15 semester credits, maximum of 24 semester credits
.   Are open to any student pursuing a baccalaureate program at the University
.   Must include at least 2 courses at the 3000 level or above
.   Are administered by a single academic unit and generally consist of courses from that unit.

(from http://www.ohio.edu/facultysenate/upload/Guidelines-for-New-Minors-and-Certificates_Jan2012.pdf)

Motion to approve the slate of the Revisions to the Minors
Motion unanimously approved by voice vote
Slate Approved

Psychology Minor:
FIRST Reading
Motion to suspend the rules
Motion approved unanimously by voice vote
Motions carried
Moved to 2nd Reading
Requirements
Minor Hours Requirement

The psychology minor requires a minimum of ~~18~~ 21 hours.
Psychology Core Requirements

Complete the following course:
* PSY 1010 - General Psychology *Credit Hours:* 3.0
Complete one of the following courses:

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* PSY 1110 - Elementary Statistical Reasoning *Credit Hours:* 3.0
* PSY 2110 - Statistics for the Behavioral Sciences *Credit Hours:* 4.0
Complete ~~four~~ three of the following courses:

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* PSY 2210 - Physiological Psychology *Credit Hours:* 3.0
* PSY 2310 - Cognitive Psychology *Credit Hours:* 3.0
* PSY 2410 - Child and Adolescent Psychology *Credit Hours:* 3.0
* PSY 2510 - Social Psychology *Credit Hours:* 3.0

- PSY 2710 - Abnormal Psychology *Credit Hours:* 3.0

<mark>**Complete two psychology courses at the 3000-level or higher (excluding PSY 3910, 3920, 3940, 3970T, 3980T, 4930, 4970H, 4970T, 4980H, 4980T, and 4990H)**</mark>

The faculty in the following program have endorsed these changes. These are second readings for approval.

- ❖ REVISION: OR4903 – AFRICAN AMERICAN STUDIES MINOR
  - ➤ Minor Hours Requirement: The African American studies minor requires a minimum of 19 hours. **At least two courses must be numbered 3000 or above.**
- ❖ REVISION: OR5241 – PHILOSOPHY MINOR
  - ➤ Program Requirements: Complete 15 hours in philosophy (PHIL), at least 12 hours must be courses numbered 2000 and above ~~and at least two courses must be~~ <mark>including at least two courses</mark> numbered 3000 and above.
- ❖ REVISION: ORTHAR – THEATER MINOR
  - ➤ Minor Hours Requirement: The theater minor requires a minimum of 22 hours. **At least two courses must be 3000 level or above.** You must maintain a 2.0 GPA in the minor.
- ❖ REVISION: OR6360 – APPLIED NUTRITION
  - ➤ Minor Requirements: The applied nutrition minor requires a minimum of 20 hours. **At least two courses must be 3000 level or above.**
- ❖ REVISION: ORCOMS – COMMUNICATION STUDIES
  - ➤ Electives: Complete three of the following courses. **At least two courses must be 3000 level or above.**
- ❖ REVISION: ORIART – INTERDISCIPLINARY ARTS
  - ➤ Arts Courses: Complete at least four of the following courses. The courses must include at least two art forms (AH, DANC, FILM, MUS, THAR). **At least two courses must be 3000 level or above.**
- ❖ REVISION: ORMUSI – MUSIC MINOR
  - ➤ "Music Literature Electives: **The minor must include at least two academic courses numbered 3000 or above.**
    - From Elizabeth Sayrs: "We'd like the list of courses removed so it does not have to be changed or updated as courses change, and allows students who choose to take the music major theory core (which music minors can test into) to take other upper level courses with more pre-reqs. The term academic electives/courses will be clear to music people - it's in contrast to applied lessons and ensembles. We will specify on the DARS which 3000+ courses should not be included for credit if necessary, and will keep a list of recommended courses to use for in-house advising, but the more generic language without a list will be clearest for the program requirements themselves."

❖ **This minor still need to be revised in order to be in compliance:**
Business — Will change number on FIN2400 to 3000+

FOR FIRST READING:

❖ 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.

▪ All courses included in the minor are coming through ICC to add the minor code.

❖ 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: BS6310 – Physical Science and ME6859 – Physical Science

➢ "To avoid confusion and allow for differentiation with two new tracks that have been submitted to UCC (i.e. Physical Science-Physics and Physical Science-Chemistry), we are proposing that the existing program's name be changed from Physical Science to Physical Science-Physics and Chemistry. This change will not impact total program hours or resource requirements."

➢ **Motion to suspend the rules**
➢ **Motion carried**
➢ **Rules Suspended**
➢ **Moved to Second Reading**
➢ **Motion to Approve the program**
➢ **Motion unanimously approved by voice vote**
➢ **Program Approved**

❖ NEW PROGRAMS: BSXX01 – Physical Science-Chemistry
                              BSXX08 – Physical Science-Physics

➢ "Ohio University's Patton College of Education proposes two "new" tracks within the existing undergraduate Adolescent to Young Adult (AYA) and graduate Curriculum and Instruction degree programs for science teacher preparation. The tracks include Physical Science-Chemistry and Physical Science-Physics at both the undergraduate and graduate levels. These two tracks are modifications of the approved Physical Science program and will share the same education admission and matriculation requirements as our other Ohio Board of Regents approved tracks as well as a common core of courses…. We are requesting four new major codes so that we are able to report the number of candidates in each track to external constituents…

➢ **Motion to suspend the rules**
➢ **Motion carried**
➢ **Rules Suspended**
➢ **Moved to Second Reading**
➢ **Motion to Approve the program**
➢ **Motion unanimously approved by voice vote**
➢ **Program Approved**

❖ REVISION: Patton College Honors Program

➢ The Patton College wishes to expand the current Honors Program in Human and Consumer Science into the MacKenzie King Honors Program, open to all majors in the college. Changes to the relevant course have been submitted to UCC. It is unclear what UCC's oversight of this is, since it is not currently overseen by the Registrar's office.

➢ From Eugene Geist: "The Connavino Honors Program is mainly directed at first year students and sophomores in the teacher education programs. The new MacKenzie King Honors Program will target students later in their college career (Junior and Senior). I feel the two programs are complementary and will work together to offer the diverse student population in the Patton College of Education a number of different options to fulfill their potential. Both of these programs will support and encourage undergraduate inquiry and research. Students in both programs are required to engage in a long-term research project that requires independent planning and execution in close cooperation and with the careful guidance of a faculty member."

➢ There will be marketing within the college.

➢ This does not appear on a student's transcript so this may not need UCC approval.

➢ There are no clear guidelines regarding this issue.

➢ What the College wants to accomplish with this needs to be clarified.

❖ 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."

➢ Approval from impacted departments needed.

- ❖ 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."
  - ➤ Approval from impacted departments needed.

- ❖ 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."
  - ➤ Patron Department approval needed.

**UCC Process for Offering Approved Undergraduate Programs
at ~~New Locations~~ Other Ohio University Campuses
For First Reading, February 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) A department/school/campus-level ~~memo~~ proposal from the new location will be submitted to UCC outlining the information required in the appendix. The proposal should address any affected academic areas at the new location; This could include the need for new courses, or increased enrollment in courses from outside the program; increased need for general

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

education offerings; etc. This memo should be signed by the department/school chair and the Dean of the unit in the new location. This will be submitted to the Program Committee by the Dean's office.

2) A program-level memo from the originating program will be submitted to the UCC, signed by the department/school chair, presenting the originating program's position (positive, negative or neutral) about offering the program at the new location. This memo should be signed by the department/school chair and the Dean of the unit housing the originating program.

3) Program-level memo(s) from all affected programs at the new location will be submitted to the UCC signed by department/school chairs, presenting the program's position (positive, negative or neutral) on the new location.

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 will be evaluated annually by their 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?
What is your estimate of how conservative or optimistic your budget projections are?

Casebolt asked for feedback.
Moving programs from the Athens Campus to the New Dublin campus would follow these guidelines.

REVIEW COMMITTEE: David Ingram, Chair

Review Committee meeting on Thursday.

Thomas informed the Council that Mike Williford will be taking over AQUIP. Joni Wadley will be taking over as Director of Institutional Research.

GENERAL EDUCATION: Dave Thomas, Chair

No report

NEW BUSINESS

    None

There being no further business, Thomas adjourned the meeting at 4:25 p.m.