

Undergraduate Curriculum Council
April 28, 2023
Minutes

Members Present

Kim Shaw
Sacha Dawkins
Kris Lee
Kristi DiClemente
Wesley Garrett
Russell Brandon

Bob Fuller
Tara Sullivan
Bob Sample
Amanda Dahl
Kimberly Dorsey

Ex-Officio Members Present

Shannon Lucius

Guests:

Julia Mortyakova
Valentin Bogdan
Kendall Dunkelberg

Dorothy Berglund
Ross Whitwam
Marty Hatton

Mary Helen Ruffin
Brandy Larmon

The Undergraduate Curriculum Committee met via Zoom on April 28, 2023. The minutes of the March meeting were unanimously approved.

University Administration Actions

The following council actions from the March meeting were approved:

1. Offer a New Course – BSB 451 Conservation Biology
2. Create a Certificate Program -- Certificate of Competencies in Spanish Language and Culture
3. Modify an Existing Curriculum -- Creative Writing Minor
 - a. Adding new courses to the list of Creative Writing courses
4. Modify an Existing Course – EN 201 Survey of Early English Literature
 - a. Change prerequisite from EN 102 to EN 101
5. Modify an Existing Course – EN 202 Survey of Late English Literature
 - a. Change prerequisite from EN 102 to EN 101
6. Modify an Existing Course – EN 203 Survey of Early American Literature
 - a. Change prerequisite from EN 102 to EN 101
7. Modify an Existing Course – EN 204 Survey of Late American Literature
 - a. Change prerequisite from EN 102 to EN 101
8. Modify an Existing Course – EN 231 Survey of Early World Literature
 - a. Change prerequisite from EN 102 to EN 101
9. Modify an Existing Course – EN 232 Survey of Late World Literature
 - a. Change prerequisite from EN 102 to EN 101
10. Modify an Existing Course – EN 409 Young Adult Literature
 - a. Change course description

11. Modify an Existing Course – WS 200 Intro to Women’s Studies
 - a. Change course title and course description to reflect the change of program name to Women’s, Gender, and Sexuality Studies
12. Modify an Existing Curriculum – History BA
 - a. Reduce credit hours from 124 to 120
13. Modify an Existing Curriculum – History BA with Concentration in Public History
 - a. Reduce credit hours from 124 to 120
 - b. Additional interdisciplinary requirement options
14. Offer a New Course – IS 105 Social Studies Education and Praxis Lab
15. Inactivate an Existing Course – HIS 105 History Education and Praxis Lab
16. Modify an Existing Curriculum – Political Science with Concentration in Social Studies
17. Offer a New Course –MUS 121G Major Guitar
18. Offer a New Course –MUS 122G Major Guitar
19. Offer a New Course –MUS 221G Major Guitar
20. Offer a New Course –MUS 222G Major Guitar
21. Offer a New Course –MUS 321G Major Guitar
22. Offer a New Course –MUS 322G Major Guitar
23. Offer a New Course –MUS 421G Major Guitar
24. Offer a New Course –MUS 422G Major Guitar
25. Offer a New Course – PSY 377 Persuasion and Social Influence
26. Modify an Existing Curriculum – Family Science Minor
27. Modify an Existing Curriculum – Psychology BA
 - a. Add an exit survey and exam to the curriculum
28. Modify an Existing Curriculum – Psychology BS
 - a. Add an exit survey and exam to the curriculum

Minimum grade C required for concentration courses in the following curriculums:

29. Modify an Existing Curriculum – Bachelor of Applied Science Business Administration – General Business Concentration
30. Modify an Existing Curriculum – Bachelor of Applied Science Business Administration – Health Care Management Concentration
31. Modify an Existing Curriculum – Bachelor of Applied Science Business Administration – Human Resource Management Concentration
32. Modify an Existing Curriculum – Bachelor of Applied Science Business Administration – Management Concentration
33. Modify an Existing Curriculum – Bachelor of Applied Science Business Administration – Management Information Systems Concentration
34. Modify an Existing Curriculum – Bachelor of Applied Science Business Administration – Marketing Concentration
35. Modify an Existing Curriculum – Bachelor of Applied Science Business Administration – Nonprofit Management Concentration
36. Modify an Existing Curriculum – Bachelor of Applied Science Business Administration – Sports Management Concentration

37. Inactivate an Existing Course – KIN 308L Prevention and Care of Athletic Injuries and First Aid Laboratory
38. Modify an Existing Course – KIN 308 Prevention and Care of Athletic Injuries and First Aid
 - a. Change to Prevention and Care of Athletic Injuries
 - b. Change course description
 - c. Prerequisite change
39. Modify an Existing Course – KIN 390 Anatomical Kinesiology
 - a. Prerequisite Change
40. Modify an Existing Course – KIN 403 Graded Exercise Testing
 - a. Prerequisite Change
41. Modify an Existing Course – KIN 406 Research Methods in Health Sciences
 - a. Prerequisite Change
42. Modify an Existing Course – KIN 408 Biomechanics
 - a. Change title to Human Biomechanics
 - b. Prerequisite Change
43. Offer a New Course – KIN 414 Senior Seminar in Exercise Science
44. Modify an Existing Course – KIN 416 Internship
 - a. Prerequisite Change
45. Modify an Existing Curriculum – BS Kinesiology: Exercise Science
46. Modify an Existing Curriculum – BS Kinesiology: Exercise Science, Pre-Health Professions

Council Actions for April 28, 2023

College of Arts & Sciences

Ross Whitwam presented the following proposals:

1. Modify an Existing Course – BSB 485 Special Topics in Biology or Microbiology

This proposal seeks to remove verbiage in the course description stating that “a term paper may be required” and verbiage that limits the number of BSB 485 Special Topics in Biology or Microbiology credit hours that count towards the Biology major.

Faculty would like to remove “a term paper may be required” because the idea that a term paper may be required is true of any upper-year course, and is better left to the syllabus created by course instructors. Additionally, the faculty would like to remove “Note: May be repeated for a maximum of eight hours credit” because every Special Topics Course is a different special topic and is therefore not a problem if a student takes three or four more Special Topic offerings because they are all different courses. The biology curriculum was updated in 2021. The new curriculum did not put any limitation on the number of BSB 485 Special Topic courses that would be

accepted as counting toward the four required upper-year courses. However, the course description does mention a limit. Biology faculty would like to remove that information from the course description, so it aligns with the curriculum design.

2. Modify an Existing Course – BSM 485 Special Topics in Biology or Microbiology

This proposal seeks to remove verbiage in the course description stating that “a term paper may be required” and verbiage that limits the number of BSM 485 Special Topics in Biology or Microbiology credit hours that count towards the Biology major.

Faculty would like to remove “a term paper may be required” because the idea that a term paper may be required is true of any upper-year course, and is better left to the syllabus created by course instructors. Additionally, the faculty would like to remove “Note: May be repeated for a maximum of eight hours credit” because every Special Topics Course is a different special topic and is therefore not a problem if a student takes three or four more Special Topic offerings because they are all different courses. The biology curriculum was updated in 2021. The new curriculum did not put any limitation on the number of BSM 485 Special Topic courses that would be accepted as counting toward the four required upper-year courses. However, the course description does mention a limit. Biology faculty would like to remove that information from the course description, so it aligns with the curriculum design.

Bob Sample made a motion to approve the proposals as presented. Kimberly Dorsey seconded the motion and the proposals were approved unanimously.

Kendall Dunkelberg presented the following proposal:

3. Modify an Existing Course – EN 102 English Composition II

This proposal seeks to update the course description and account for the prerequisite change for EN 201-232 that was approved in the March meeting, removing the restriction that students must earn a C before taking any other English class.

Faculty noticed that the course description for EN 102 includes a statement that “A student must earn a grade of at least a C in the course before enrolling in any other English course.” Because this conflicts with the prerequisite change (students may now take literature surveys with EN 101 as the prerequisite and may take them concurrently with EN 102, for instance), it was determined that the EN 102 course description should be updated by removing “before enrolling in any other English course.” Students still must earn a C in EN 102, but they may take literature surveys with EN 101 only, before they pass EN 102 with a C or better.

Bob Sample made a motion to approve the proposal as presented. Amanda Dahl seconded the motion and the proposal was approved unanimously.

Dorothy Berglund presented the following proposals:

4. Offer a New Course – PSY 495 Graduation Assessment

This proposal seeks to create a 0-credit-hour psychology course to document psychology students' completion of a required exit exam and exit survey.

Psychology students enrolled in this course will complete an exit exam and exit survey, both of which are required for completion of the BA and BS degrees. The proposed addition to the curriculum will ensure that the completion of the exam and survey has been documented on psychology students' transcripts and will clearly communicate to students how they will complete the exit exam and survey to graduate.

Kimberly Dorsey made a motion to approve the proposal as presented. Russell Brandon seconded the motion and the proposal was approved unanimously.

5. Modify an Existing Curriculum – Psychology BA

This proposal seeks to modify the Bachelor of Arts in Psychology curriculum by adding a newly created course (see item 4) to provide a means for documenting psychology students' completion of an exit exam and exit survey.

The addition of PSY 495 to the curriculum will ensure that the completion of a required exit exam and survey has been documented on psychology students' transcripts and will clearly communicate to students how they will complete the exit exam and exit survey to graduate. It will also facilitate efficient documentation of exit exam and exit survey completion for the Registrar's Office.

6. Modify an Existing Curriculum – Psychology BS

This proposal seeks to modify the Bachelor of Science in Psychology curriculum by adding a newly created course (see item 4) to provide a means for documenting psychology students' completion of an exit exam and exit survey.

The addition of PSY 495 to the curriculum will ensure that the completion of a required exit exam and survey has been documented on psychology students' transcripts and will clearly communicate to students how they will complete the exit exam and exit survey to graduate. It will also facilitate efficient documentation of exit exam and exit survey completion for the Registrar's Office.

Russell Brandon made a motion to approve the proposals as presented. Bob Sample seconded the motion and the proposals were approved unanimously.

Julia Mortyakova and Valentin Bogdan presented the following proposals:

7. Offer a New Course – MUS 117 Piano Ensemble

This proposal seeks to create a piano ensemble MUS course which has thus far been offered as an FPA option.

This course will fill the need the department has to provide more ensemble experiences for our piano students. There is great interest in the course, and it is already offered as an FPA option. This course will help piano students to gain ensemble experiences. The goal is to broaden our piano students' education and prepare them for chamber music collaborations. This course will also expand our ensemble offering to include small ensembles, allowing music to offer ensembles of varying sizes, which is a requirement of our accrediting body.

8. Offer a New Course – MUS 118 Professional Skills for Musicians

This proposal seeks to create a MUS course which addresses career and job searches in music and is currently offered as an FPA option.

This course has been offered as an FPA course to great student response. Students are not often aware of the competitiveness of the job market and how to present themselves to potential employers. This course will fill a need in the music curriculum and will provide better assistance to students in gaining employment following graduation.

9. Offer a New Course – MUS 119 Introduction to Music Production

This proposal seeks to create a MUS course that introduces fundamental music production concepts and principles, covering topics such as audio and MIDI recording, editing, and mixing. The course is currently offered as an FPA option and is very popular.

A number of incoming music majors are interested in studying music composition, and commercial music composition specifically using a DAW. This course would give them the opportunity to learn how to use the appropriate software and learn the proper music composition techniques that would allow them to be successful writing music for TV shows, video games, TV commercials, etc.

10. Offer a New Course – MUS 219 Advanced Music Production

This proposal seeks to create a MUS course that builds on the fundamental music production concepts and principles taught in MUS 119 (see item 9). The course is currently offered as an FPA option and is very popular.

A number of incoming music majors are interested in studying music composition, and commercial music composition specifically using a DAW. Students would begin

working with these concepts during MUS 119 (see item 9). This course would give them the opportunity to further work with this software and learn advanced techniques relating to music production, recording, and commercial composition.

Russell Brandon made a motion to approve the proposals as presented. Bob Sample seconded the motion and the proposals were approved unanimously.

11. Modify an Existing Curriculum – BA in Music

- a. Clarify audition requirements in all music curricula

This proposal seeks to modify the Bachelor of Arts in Music curriculum by adding language to the bulletin indicating that all prospective music majors are required to audition for admission in front of the music faculty prior to registering for classes.

This has been the practice of the Music Department (and has been listed on the website) for over 10 years. Faculty determined that it should also be added to the bulletin as it is common practice in the field and is identified as a best practice by the accrediting body. This additional language will make this requirement as clear as possible to everyone involved in the admission process. Additionally, the Music Department will go through re-accreditation in the 2023-2024 academic year and this will help show the on-site team that the department is following this best practice.

12. Modify an Existing Curriculum – BA in Music, Composition Emphasis

- a. Clarify audition requirements in all music curricula

This proposal seeks to modify the Bachelor of Arts in Music, Composition emphasis curriculum by adding language to the bulletin indicating that all prospective music majors are required to audition for admission in front of the music faculty prior to registering for classes.

This has been the practice of the Music Department (and has been listed on the website) for over 10 years. Faculty determined that it should also be added to the bulletin as it is common practice in the field and is identified as a best practice by the accrediting body. This additional language will make this requirement as clear as possible to everyone involved in the admission process. Additionally, the Music Department will go through re-accreditation in the 2023-2024 academic year and this will help show the on-site team that the department is following this best practice.

13. Modify an Existing Curriculum – BA in Music, Performance Emphasis

- a. Clarify audition requirements in all music curricula

This proposal seeks to modify the Bachelor of Arts in Music, Performance Emphasis curriculum by adding language to the bulletin indicating that all prospective music majors are required to audition for admission in front of the music faculty prior to registering for classes.

This has been the practice of the Music Department (and has been listed on the website) for over 10 years. Faculty determined that it should also be added to the bulletin as it is common practice in the field and is identified as a best practice by the accrediting body. This additional language will make this requirement as clear as possible to everyone involved in the admission process. Additionally, the Music Department will go through re-accreditation in the 2023-2024 academic year and this will help show the on-site team that the department is following this best practice.

14. Modify an Existing Curriculum – Bachelor of Music in Music Education

a. Clarify audition requirements in all music curricula

This proposal seeks to modify the Bachelor of Music in Music Education curriculum by adding language to the bulletin indicating that all prospective music majors are required to audition for admission in front of the music faculty prior to registering for classes.

This has been the practice of the Music Department (and has been listed on the website) for over 10 years. Faculty determined that it should also be added to the bulletin as it is common practice in the field and is identified as a best practice by the accrediting body. This additional language will make this requirement as clear as possible to everyone involved in the admission process. Additionally, the Music Department will go through re-accreditation in the 2023-2024 academic year and this will help show the on-site team that the department is following this best practice.

15. Modify an Existing Curriculum – BM in Music Therapy

a. Clarify audition requirements in all music curricula

This proposal seeks to modify the Bachelor of Music in Music Therapy curriculum by adding language to the bulletin indicating that all prospective music majors are required to audition for admission in front of the music faculty prior to registering for classes.

This has been the practice of the Music Department (and has been listed on the website) for over 10 years. Faculty determined that it should also be added to the bulletin as it is common practice in the field and is identified as a best practice by the accrediting body. This additional language will make this requirement as clear as possible to everyone involved in the admission process. Additionally, the Music Department will go through re-accreditation in the 2023-2024 academic year and this will help show the on-site team that the department is following this best practice.

Kris Lee made a motion to approve the proposals as presented. Kimberly Dorsey seconded the motion and the proposals were approved unanimously.

16. Modify an Existing Curriculum – BA in Music
a. Add guitar as a major instrument of study

This proposal seeks to modify the Bachelor of Arts in Music curriculum by adding applied guitar as a major lesson offering to the curriculum.

There are a number of existing and incoming students whose main instrument is guitar. They need to be able to take major lessons on this instrument. This addition is a natural development that stems from the current needs and direction of the Music Department. This addition fills the gap of an instrument the Music Department does not yet offer and provides the department with more opportunities to recruit student guitar players and add to the diversity of performers in the department.

17. Modify an Existing Curriculum – BA in Music, Performance Emphasis
a. Add guitar as a major instrument of study

This proposal seeks to modify the Bachelor of Arts in Music, Performance emphasis curriculum by adding applied guitar as a major lesson offering to the curriculum.

There are a number of existing and incoming students whose main instrument is guitar. They need to be able to take major lessons on this instrument. This addition is a natural development that stems from the current needs and direction of the Music Department. This addition fills the gap of an instrument the Music Department does not yet offer and provides the department with more opportunities to recruit student guitar players and add to the diversity of performers in the department.

18. Modify an Existing Curriculum – Music Therapy Major
a. Add guitar as a major instrument of study

This proposal seeks to modify the Bachelor of Music in Music Therapy curriculum by adding the option of concentrating in guitar performance.

There are a number of existing and incoming students whose main instrument is guitar. They need to be able to take major lessons on this instrument. This addition is a natural development that stems from the current needs and direction of the Music Department. This addition fills the gap of an instrument the Music Department does not yet offer and provides the department with more opportunities to recruit student guitar players and add to the diversity of performers in the department.

Bob Sample made a motion to approve the proposals as presented. Kris Lee seconded the motion and the proposals were approved unanimously.

School of Education & Human Sciences

Marty Hatton presented the following proposals:

19. Modify an Existing Course – ED 361 Early Literacy Instruction I
 - a. Change minimum grade requirement from “B” to “C”

The “B” or greater requirement was placed on this course due to the preparation it provides for Elementary Education students to be successful in passing the corresponding MDE state licensure exam, however there is no data to correlated with a grade of “B” or greater leading to success on the MDE Foundations of Reading (FOR) exam. In addition, MDE has increased the expectations of teacher education programs to prepare students for success on the Foundations of Reading exam, adding rigor to academic programs. The nature of the changes imposed by MDE and the expectation that all students pass these courses with a grade of “C” or greater with no more than two attempts provides the safeguards faculty consider necessary for student success.

20. Modify an Existing Course – ED 362 Early Literacy Instruction II
 - a. Change minimum grade requirement from “B” to “C”

The “B” or greater requirement was placed on this course due to the preparation it provides for Elementary Education students to be successful in passing the corresponding MDE state licensure exam, however there is no data to correlated with a grade of “B” or greater leading to success on the MDE Foundations of Reading (FOR) exam. In addition, MDE has increased the expectations of teacher education programs to prepare students for success on the Foundations of Reading exam, adding rigor to academic programs. The nature of the changes imposed by MDE and the expectation that all students pass these courses with a grade of “C” or greater with no more than two attempts provides the safeguards faculty consider necessary for student success.

21. Modify an Existing Course – ED 466 Reading Assessment and Intervention
 - a. Change minimum grade requirement from “B” to “C”

The “B” or greater requirement was placed on this course due to the preparation it provides for Elementary Education students to be successful in passing the corresponding MDE state licensure exam, however there is no data to correlated with a grade of “B” or greater leading to success on the MDE Foundations of Reading (FOR) exam. In addition, MDE has increased the expectations of teacher education programs to prepare students for success on the Foundations of Reading exam, adding rigor to academic programs. The nature of the changes imposed by MDE and the expectation that all students pass these courses with a grade of “C” or greater with no more than two attempts provides the safeguards faculty consider necessary for student success.

Bob Sample made a motion to approve the proposals as presented. Russell Brandon seconded the motion and the proposals were approved unanimously.

College of Nursing & Health Sciences

Mary Helen Ruffin presented the following proposal:

22. Modify an Existing Curriculum – ASN Program of Study
 - a. Change requirement from PSY 206 to PSY 206 or PSY 101

This proposal seeks to add PSY 101 General Psychology as an option for the satisfaction of the social sciences requirement within the ASN Program of Study. The proposed revision recommends that students successfully complete a psychology course (PSY 206 OR PSY 101) to fulfill the social sciences requirement for both the generic and LPN-RN programs. Both courses provide students with the general foundation of developmental theories and the understanding of relationships throughout the lifespan. This recommendation is based on careful review of the current curriculum and a comparison to the MUW BSN curriculum. The MUW BSN curriculum does not specifically require PSY 206 for degree completion. The proposed change would better align with the BSN curriculum and provide students with an equitable education.

Kimberly Dorsey made a motion to approve the proposal as presented. Russell Brandon seconded the motion and the proposal was approved unanimously.

Brandy Larmon presented the following proposals:

23. Create a Certificate Program – Certificate in Women's Care

This proposal seeks to create a certificate in Women's Care to expand basic patient care knowledge in regard to maternal care competencies. The curriculum will cover sexual health, maternal and child health, along with specific women and gender issues. At least a C is required in the following required courses: HED 110, HED 312, HED 382, and HED 383.

This proposal is intended to provide a way for nurses to advance in bedside nursing care, rather than return to graduate school and change their professional direction; this also allows other healthcare team members such as certified nursing assistants, licensed practical nurses, social workers, respiratory therapists, etc. to expand knowledge of patient care in specific patient populations.

24. Create a Certificate Program – Certificate in Behavioral/Psychological Care

This proposal seeks to create a certificate in Behavioral/Psychological Care to expand basic patient care knowledge in regard to behavioral/psychological care competencies. The curriculum will cover basics of self/public health, substance abuse, suicide, and eating disorders. All of these topics are common psychological disorders often seen by healthcare providers today. At least a C is required in the following required courses: HED 101, HED 299, HED 309, and HED 385.

This proposal is intended to provide a way for nurses to advance in bedside nursing care, rather than return to graduate school and change their professional direction; this also allows other healthcare team members such as certified nursing assistants, licensed practical nurses, social workers, respiratory therapists, etc. to expand knowledge of patient care in specific patient populations.

25. Create a Certificate Program – Certificate in Care of the Dying

This proposal seeks to create a certificate in Care of the Dying to expand basic patient care knowledge in regard to aging and dying care competencies. The curriculum will cover ethics of aging and dying patients, chronic disease and hospice patient care, as well as bereavement. At least a C is required in the following required courses: NU 204, NU 473, NU 453, and NU 463.

This proposal is intended to provide a way for nurses to advance in bedside nursing care, rather than return to graduate school and change their professional direction; this also allows other healthcare team members such as certified nursing assistants, licensed practical nurses, social workers, respiratory therapists, etc. to expand knowledge of patient care in specific patient populations.

26. Create a Certificate Program – Certificate in Community Care

This proposal seeks to create a certificate in Community Care to expand basic patient care knowledge in regard to community care competencies. The curriculum will cover tenants of public health, infectious disease, and issues facing community health. At least a C is required in the following required courses: HED 101, HED 240, HED 315, and HED 381.

This proposal is intended to provide a way for nurses to advance in bedside nursing care, rather than return to graduate school and change their professional direction; this also allows other healthcare team members such as certified nursing assistants, licensed practical nurses, social workers, respiratory therapists, etc. to expand knowledge of patient care in specific patient populations.

Kristi DiClemente made a motion to approve the proposals as presented. Russell Brandon seconded the motion and the proposals were approved unanimously.

Other Business

UCC Forms Update

Kristi DiClemente and Russell Brandon will make the changes to the forms over the next month and will send out the drafts of the new forms with the changes for a vote by August for use in the Fall.

Changes are to include updated college names and adding Honors, Library and Student Success. Carla Lowery had indicated at a previous meeting that SACS required information should be included.

On the Modify a Course form, questions should include:

- What is the existing mode of delivery
- Change or add an additional mode of delivery

For the Modify a Curriculum,

- What is the existing mode of delivery
- What change or add an additional mode of delivery
- What percentage of the degree hours completed are online

For Offering a New Course,

- What is the intended mode of delivery
- What percentage of the degree hours completed are online

Our next meeting is scheduled for: **September 1, 2023 at 1:30 pm**
Proposals will be due by noon August 23, 2023.