

UNIVERSITY COMMITTEE ON CURRICULUM (UCOC)

MINUTES

November 7, 2006

2:00-4:00

ACC 312

I. MINUTES FROM OCTOBER UCOC MEETING

- **APPROVED.**

II. ADMINISTRATIVE ITEMS

- **APPROVED.**

III. OCTOBER PANEL AND SUBCOMMITTEE REPORTS

- A. ARTS AND HUMANITIES -- **ACCEPTED**
- B. HEALTH PROFESSIONS -- **ACCEPTED**
- C. OVERSEAS STUDIES -- **ACCEPTED**
- D. SCIENCE, MATH AND ENGINEERING – *No items for review*
- E. SOCIAL SCIENCE -- **ACCEPTED**
- F. DIVERSITY REQUIREMENT COMMITTEE -- **ACCEPTED**

IV. DISCUSSION ITEMS

A. Discussion of subcommittee review procedures

- **DISCUSSION:** Concern was expressed on the part of Dean Servis that so few curriculum requests have been submitted to the Curriculum Coordination Office. Those present indicated that there may be some hesitance related to the new forms and new process; but the other factor is that the new and revitalized departmental and school-wide curriculum committees have added a layer to the process, and while it delays progress it means that the process is functioning somewhat as planned.
 - Subcommittee, panel and committee chairs were reminded to inform the CCO if they will be out of the office for any extended period of time so that the other chair can cover for them or other arrangements can be made.
 - Chairs were also asked to be explicit about the comments they make in response to a proposal. The options are (1) A comment is included in the report of the chair actions (as in today's SSS report); (2) The chair asks the CCO to send the comments to the department (eg, forward the chair's email), but no record is kept; and (3) The chair talks to the department him or herself.
 - It was noted that many syllabi that have already come through are excellent in terms of subject matter, containing cutting-edge material, but missing essential basic information such as learner centered

objectives, topic headings for the class meetings, and explanation of requirements that make up a large percentage of the grade (such as a paper). It is difficult at times to know whether a department will resist a chair's suggestion (to change a catalogue description, for example), and if they do resist, whether to insist upon the change. Chairs were encouraged to require that syllabi meet the basic criteria listed in the sample syllabus template in the Curriculum Handbook. There was agreement that complete syllabi are important for students to know what a course will cover. Expecting complete syllabi does not imply judging the content of the courses.

- Tom Cummings said that if chairs do not receive responses from members of their subcommittee whom they have asked to review proposals (as is required for programs), they should inform the CCO and Tom Cummings. Tom implied that he, rather than the chairs, would exert any necessary pressure.
- Those present indicated that the emails to the departments asking for clarification of the requests include the dean that submitted the request as a 'cc.' (They have only been sent to the faculty and staff contact up until now.)

B. Proposed changes to BISC 220

Attachment: Memo from McClure and Herrera to Cummings (6/28/06)

- **DISCUSSION:** Professors McClure and Herrera propose to change the format of their BISC 220 course as of Spring 2007, as reflected in a memo circulated in advance of the meeting. The new format includes taped lectures that take place in a smaller setting than the 300-student lecture now taking place. It was noted that Business started offering a few of their courses in this way a few years ago and the response has been very positive. When they were considering this, they went through the Distance Learning Curriculum Committee (now defunct) and fully justified their approach. While the concern about depersonalizing the experience is well-taken, the status quo is 300 students in a room with little opportunity to raise issues or ask for clarification. The discussions would not be led by teacher assistants or lab assistants; the College is working toward getting full-time faculty to staff the new sections, and is currently employing instructors such as museum directors. BISC has worked to make this effective - issuing guidelines for students about how to best use the tapes. The new delivery method is considered quite helpful for students with English as a second language and others whose concentration sometimes falters, giving them a chance to back up and replay some sections of the lecture. The provost is in favor of this approach. BISC is cautioned to update the lectures regularly.
- Tom Cummings reported that the ISI in Marina del Rey is a resource that could offer support to faculty who want to offer their courses in this dynamic way. ISI has a template that is easy to learn and adjust over time. The Center for Scholarly Technology and Center for Excellence in Teaching may wish to co-sponsor a workshop about this on the University Park campus. Tom Cummings offered to explore this possibility.

Members present

Ron Alkana
Hans Bozler
Thomas Cummings (chair)
Frances M. Fitzgerald (support staff)
Alice Gambrell (Writing Committee)
Judith Garner
Sally Handmaker (undergraduate student)
Thomas Hollihan
Michalle Mor-Barak
Jean Morrison (ex-officio)
Giulio Ongaro
Hilary Schor (General Education)
Terry Seip

Members absent

Peter Beerel
Nelson Eugene Bickers (ex-officio)
Elizabeth Garrett (ex-officio)
Thomas Habinek
Norman Hollyn
Katherine Searing (graduate student)
Kenneth L. Servis (ex-officio)
Jennifer Wolch (ex-officio)

Guests

David Glasgow (for
Gene Bickers)
Julena Lind
Edwenna Werner (for
Ken Servis)

Thomas Cummings, Chair, University Committee on Curriculum

Date