

UCC Report to the Senate May 4, 2005

UCC 04/5	Constituency (Senate constitution)
Carmen Nava	CoAS - Hum/FA 03-05; chair
Sharon Elise	CoAS - SS 04-06
Gabriela Sonntag	Library 03-05 (on sabbatical after 3/21)
Laurie Stowell	CoE 04-06
Alicia Gonzales	At-Large 04-06
Ahmad Hadaegh	CoAS - M&S 03-05
Jack Leu	CoBA 03-05
David Barsky	AVP-AP; GEC designee
vacant	Executive Director Enrollment Services
vacant	Student
Guest:	Lourdes Shahamiri

Committee Work

The University Curriculum Committee has been extremely productive this year. We reviewed *seven* proposals for new degree programs during AY 04/05, plus one substantial change to a program, in addition to program changes and numerous course forms. We were unable to complete a review of the fifth new program proposal.

The following table summarizes the volume of curriculum in the last three years. The numbers do not tell the whole story however, because some proposals are more complex than others.

Curricular Proposals Reviewed by the UCC and Approved by the Academic Senate as of 4/27/05	AY 02/03	AY 03/04	AY 04/05*
New Program	4	8	8
Change to Program	8	26	15
New Course	113	76	156
Course Change	80	180	87
Course Deletion	5	50	6
*Does not include proposals which may be approved at the last UCC meeting and presented to the Senate on the 5/4/05 Consent Calendar			

Please see the complete report of the committee's work at the end of this document.

In academic year 03/04, the UCC increased its meeting time to two hours per week. In Fall 04, we continued to meet for two hours each week, but during Spring 05, we increased the meeting to *two and a half hours* each week. These meetings were used for active discussion and deliberation by the committee of the whole. For each program proposal, we designated one member to work directly with the faculty member who authored the form, and had this same person lead the discussion in committee. This facilitated communication and supported the university-level deliberation that is at the heart of our charge.

Because of the large number of proposals for new and changed programs received during this academic year, committee members normally spent two hours per week outside of meetings

reading original forms, following email exchanges between the committee and faculty originators, reviewing supplemental materials, and reading updated forms. The chair consistently worked 4-5 hours per week in communications and record keeping.

This is the third year that the UCC has operated under the new charge (the former APP was split into UCC and APC). While this change three years ago responded to exigencies of that time, more recent developments are straining the ability of UCC members to review the curriculum proposals that are submitted and approved by the colleges. We note that the Blueprint process has stimulated the number of degree program proposals, and this trend will continue in the next few years. The UCC is concerned that the volume of curricular proposals may exceed the capacity of the committee. The UCC chair has reported regularly about this issue to the Executive Committee during the present academic year, and the **UCC is glad that the Executive Committee has endorsed the idea of holding a summit on curriculum review in the fall. We all embrace the faculty role in curriculum design, and encourage our fellow senators to participate in a constructive discussion about how the Academic Senate should address the challenge of curriculum review in this period of accelerated program development.**

The UCC has considered practices that would expedite the review process. The UCC has benefited when UCC members possess recent experience working on college committee, and we encourage members who are retiring from UCC to bring their UCC experience to service on college committee. We certainly endorse regular communications with BLP as we carry out the review in parallel. In one concrete suggestion, **we believe it would be extremely helpful to receive a *brief written report* about the college review of program proposals along with the proposal itself.** This report would document the work carried out in the college committee, it would inform the deliberation at the university level and also it would help us avoid asking repetitive questions.

Regarding membership next year, the *three faculty positions* went without nominations in the Spring election and remain empty. We believe that this may be ascribed to faculty concerns about the committee's workload. The committee is glad to announce that Dr. Sharon Elise has been nominated as 05/06 UCC chair. We extend a special thanks to our departing members for their dedicated service and collegiality.

Curriculum Review in the Colleges

Generally, we want to encourage faculty to consult with colleagues within and also across colleges about course content and program changes that may be of mutual interest. In some cases, consultation might be informal and in other instances might be more formal (an official signature on the form). **The UCC would like to emphasize how important it is that this collegial consultation process happen *before* the forms are signed at the college level.** Also, we would like to remind faculty that *tenure-track* faculty should originate course forms. While lecturers may contribute to the creation of a course, we find it most appropriate if a tenure-track member of the department is the official originator (Note that, by the 2002 APP Resolution on Qualifications of Originators of Course and Program Proposal, administrators and staff may not originate course forms.).

Graduate Studies Committee

This year, the Graduate Studies Committee contacted UCC about their interest in the review of graduate level proposals. Graduate Studies Dean Pat Worden informed UCC that GSC must serve as curriculum review body for the joint Ed.D (per UC/CSU agreement). **The UCC shared this information with the Executive Committee, and requests that the EC facilitate a discussion of the issue next year.**

Curriculum Forms

Regarding the Chancellor's Office P-form for new programs, **we believe that the Senate should consider appending an additional requirement that faculty provide a sample *course rotation* to show how the proposed program would work, given the number and expertise of faculty.** While this surely informs the BLP review, it is also useful for UCC because it helps us see the feasibility of the curriculum design. **Another possible additional requirement for program proposals might be a question about diversity issues.** Diversity, equity, and social justice have always been an important part of the university's mission and innovative trends in scholarship and curriculum demonstrate the value of our continuing focus on these issues in CSUSM curriculum. On this basis, we would like faculty to address this factor as a possible *strength* in their proposal.

Regarding program objectives and learning outcomes, the Chancellor's Office form specifically asks about program objectives and our local course forms ask faculty to address learning outcomes. In light of feedback from the Chancellor's Office to AVP David Barsky, **we suggest adding a footnote to the objectives items on the forms to spell out effective responses to the questions.** Barsky has volunteered to work on this in the summer and will bring to UCC in the fall.

Senate Discussion and Debate

The UCC is actively committed to full and dynamic discussion and debate of curricular proposals. The UCC prepares brief statements about our deliberation on major proposals in order to present the highlights of our work for senators' consideration. We see these reports as the *beginning*, and not the end, of the Senate discussion.

In order to encourage a full discussion, **we suggest that the Academic Senate chair consider the following devices to facilitate discussion of program proposals.** For first reading, the Senate chair would ask for 2-3 Senators to ask a question about the proposal, either based on the UCC or BLP statements, or from their individual reading of the proposal. For second reading, after the UCC report, the Senate chair would ask for at least one senator to speak pro and one to speak con (the volunteers need not personally endorse either position but are willing to facilitate debate). Our overarching concern is to provide time for a genuine consideration of the issues and to encourage more senators to actively participate in the discussion of curriculum at Senate meetings.

Collaboration of the Office of Curriculum and Scheduling

We sincerely appreciate the support this office provides to faculty who are designing curriculum and to the UCC. This year, the OCS began making all original curricular forms available on the web, which makes this information accessible to any interested party and facilitates UCC review and deliberation (as well as saving paper). We heartily applaud this practice and hope that the university will provide resources so that this service can continue. On a minor level, we would like to ask OCS and the Academic Senate Office to change the Curriculum Tracker label (from the Academic Programs web page from which these reports are drawn) to “Curriculum for the Consent Calendar, (Senate meeting date)” on the UCC Consent Calendar page(s) presented to the Academic Senate.

Items to be Passed Forward to the UCC in Fall 05

Courses

LTWR 511 Studies in Translation (Course change)

GBM 496 Foreign Management Experience (New course)

Program (with courses)

<u>HIST P-form</u>	Master of Arts in History
<u>HIST 501</u>	Historical Perspectives on Media
<u>HIST 502</u>	History and Applied Media Technology
<u>HIST 510</u>	Experiential learning in Public History
<u>HIST 512</u>	Teaching History: Theory and Practice
<u>HIST 513A-C</u>	History Teaching Practicum
<u>HIST 518</u>	Advanced Seminar in Ancient History
<u>HIST 528</u>	Advanced Seminar in European History
<u>HIST 538</u>	Advanced Seminar in U.S. History
<u>HIST 558</u>	Advanced Seminar in Latin American History
<u>HIST 568</u>	Advanced Seminar in Asian History
<u>HIST 578</u>	Advanced Seminar in African History
<u>HIST 588</u>	Advanced Seminar in Middle Eastern History
<u>HIST 591</u>	Advanced Seminar in World History
<u>HIST 592</u>	Advanced Seminar in International History
<u>HIST 601</u>	The Philosophy and Practice of History
<u>HIST 620</u>	Directed Thesis Research, Writing, and Media Presentation
<u>HIST 621A-C</u>	Thesis Research, Writing, and Media Presentation Continuation
<u>HIST 699A</u>	Independent Study in Advanced Historical Issues
<u>HIST-Survey</u>	History Survey of Proposed Masters
<u>HIST-Results</u>	Results of Survey of Proposed Masters

Items Reviewed in AY 04/05

See attached

#