

**MINUTES OF THE
UNDERGRADUATE CURRICULUM COMMITTEE MEETING
November 24, 2015**

Members Present: C. Adler, S. Babka (substitute), C. Dominguez, D. Geloso (substitute), B. Fox, N. Goldschmied, M. Gonzalez (substitute), R. Gonzalez, J. Gorsky, J. Hales (substitute), M. Kelly (substitute), R. Kaufmann, J. Kua, R. McGorty (substitute), B. O'Shea, N. Parde (substitute), A. Pulido, E. Reimer-Barry (substitute), C. Ruiz, S. Sgoutas-Emch, I. Williams, S. Yard

Guests: B. Bond, M. Boudrias, A. Gisiger, D. Keeling, M. Magnin, J. Mills, K. Moran, J. Prairie, A. Stoll

Meeting materials available at www.sandiego.edu/curriculum/undergraduate-committee/meeting-materials.php

Ron Kaufmann brought the meeting to order at 12:20 pm

Announcements:

- Encourage department members to review materials for UCC meetings in a timely fashion, to allow ample time to assess materials before UCC report reaches Academic Assembly.
- Of the three W courses currently listed in languages other than English (ITAL 301, SPAN 301, SPAN 311), all were accepted as W courses by the Core Curriculum Committee but none were approved as W courses by the UCC or Academic Assembly. The motion to change the Core W requirement so that it can be satisfied in languages other than English will be revisited at the next Academic Assembly meeting. Proposals approved by the CCC should be sent to the UCC and then the Academic Assembly for approval. A timely resolution to the current situation will be pursued as rapidly as possible.

New Business:

- Expedited Actions
 - ENGL 494 – Special Topics (pp. 2-4)
 - LBST 100 – Foundations in Liberal Studies (pp. 5-7)
 - SPAN 305 – Spanish for the Professions and Social Innovation (pp. 8-9)

No objections. All three stand as approved. Approved 17/0/0
- Non-Expedited Actions
 - EOOSC course and program changes (pp. 10-62)
 - Revised Environmental and Ocean Sciences major with three pathways:
 - Marine Ecology – Replaces Marine Science major, Biology pathway
 - Environmental Science – Replaces Marine Science major, Earth Systems pathway
 - Environmental Studies – Replaces Environmental Studies major
 - Revised Environmental and Ocean Sciences minor – Replaces Marine Science minor
 - Revised Environmental Studies and Policy minor – Replaces Environmental Studies minor
 - New Courses

- EOSC 123 – Organisms and Ecosystems (approved as Core science with lab course by CCC)
 - EOSC 222 – Environmental Data Analysis
 - EOSC 301W – Research Applications in Environmental and Ocean Sciences (approved as W course by CCC)
 - EOSC 433 – Plankton Ecology
- New names and numbers for existing courses

**Motion to approve by B. O’Shea. Seconded by J. Kua.
Approved 17/0/0**

New Business:

- ATF Reports
 - **Oral Communication** (pp. 64-66) – **Motion to accept by R. Gonzalez. Seconded by E. Reimer-Barry.**
 - Discussion centered around embedding this competency vs. a flag, with some leaning toward the embedded model that was framed as an expectation in the 2015 Core proposal.
 - The Oral Communication ATF representative clarified that attempts to embed led to the conclusion that no single inquiry area could host this competency without unacceptable sacrifice. Also, there was concern that oral communication would not be developed sufficiently well through proposed embedding models. A flag should allow departments more autonomy in developing courses that would satisfy this requirement.
 - Some expressed concerns about fulfilling the proposed competency requirements in one course. Spreading the requirement across multiple courses could reduce the impact on a single course, but would create additional difficulties in ensuring that all students would satisfy the requirement. Questions also arose about how to satisfy the oral communication requirement in a course with higher enrollment, which would reduce the time available to teach materials within a particular discipline.
 - The ATF representative responded that oral communication experiences could take various forms, allowing departments and instructors to design their own exercises, with rubrics available to help guide the design process.
 - Concern was expressed regarding required faculty training. Depending on the training, some faculty might decide to ‘opt out’ and certain areas will suffer as a result.
 - The ATF representative explained that any training needed by faculty would not be extensive.

UCC accepted the Oral Communication ATF Report – 11/4/2

- **Writing** (pp. 67-69) – **Motion to accept by R. Gonzalez. Seconded by B. O’Shea.**
 - When asked if the UCC could suggest changes, it was clarified that the UCC can either accept or reject ATF reports. They cannot be amended.
 - While not supporting the suggested structure, a representative proposed addressing writing as a competency outside of the major, with departments not being required to develop writing courses within their majors.

UCC accepted the Writing ATF Report – 15/1/1

- **Diversity, Inclusion and Social Justice** (pp. 70-74) - **Motion to accept by C. Dominguez. Seconded by A. Pulido.**
 - Some UCC members expressed initial concerns regarding the degree to which syllabi will be required to focus on the self-reflection learning outcome; however, these members supported the report.
 - UCC members expressed hope that, when reviewing syllabi, ATF and CCC members will allow faculty to have flexibility in how much self-reflection outcomes and assignments are emphasized relative to other outcomes and assignments in their courses, and that the ATF consider approving course syllabi in which self-reflective assignments are available for later assessment but not graded.

UCC accepted the Diversity, Inclusion and Social Justice ATF Report – 15/0/2

- **Quantitative Reasoning** (pp. 75-77) - **Motion to accept by R. Gonzalez. Seconded by J. Kua**
 - It was questioned how much quantitative reasoning needed to be included within a course in order to satisfy the competency.
 - The Quantitative Reasoning ATF representative clarified that the quantitative reasoning material could be a minor component of a course, so long as the learning outcomes are addressed.

UCC accepted the Quantitative Reasoning ATF Report – 13/1/3

- **Integration** (pp. 78-80) – **Motion to accept by J. Kua. Seconded by R. Gonzalez.**
 - Some were in favor of integration but worried about the mechanics of the second semester LLC integration course.
 - Others thought that the language in the report needed to be more explicit with regard to recommendations and expectations *vs.* requirements.
 - Concerns were raised that the language describing the advanced integration project was not sufficiently broad to encompass either current or potential capstone projects within many College majors
 - It was noted that, as articulated in the ATF report, some of the assessment criteria only recognize written work and are not sufficient to encompass the work of Arts disciplines. These criteria also could impose limitations on acceptable forms of student work within other disciplines.
 - The Integration ATF representative commented that current ATF members would be likely to interpret the advanced integration requirements more broadly than the language contained in the report seems to allow, thus not excluding capstones in the Arts disciplines, for example.
 - A number of members felt that the ATF report needs to say explicitly what is required, rather than counting on future Core Curriculum Committee members to interpret the standards for approval as the current ATF would.

UCC accepted the Integration ATF Report – 8/7/1

- **Critical Thinking and Information Literacy** (pp. 81-89) – **Motion to accept by E. Reimer-Barry. Seconded by C. Dominguez.**
 - Discussion centered on the parameters for CTIL to be satisfied while being embedded within Historical Inquiry. If a class is not approved under Historical Inquiry, it will not count toward the CTIL requirements.
 - It was noted that many/all departments in the College teach courses that could potentially satisfy the CTIL learning outcomes. The Historical Inquiry embedding narrows the scope of courses that can satisfy this Core requirement. However, embedding this competency was recommended in the 2015 Core proposal, as a way to reduce the number of flags in the new Core.

UCC accepted the Critical Thinking and Information Literacy ATF Report – 13/0/1

- **Historical Inquiry** (pp. 90-94) – **Motion to accept by R. Gonzalez. Seconded by N. Goldschmied.**
 - The Historical Inquiry ATF representative stressed that how to structure a class will not be dictated by the ATF, so long as the outcomes and assessment mechanisms are approved.

UCC accepted the Historical Inquiry ATF Report – 13/0/1

The remaining ATF reports will be reviewed at the next UCC meeting.

Meeting adjourned at 2:12 pm.