

**MINUTES OF THE  
UNDERGRADUATE CURRICULUM COMMITTEE MEETING  
February 9, 2016**

**Members Present:** C. Adler, M. Anderson, C. Dominguez, D. Geloso (substitute), N. Goldschmied, R. Kaufmann, J. Kua, C. Martinez, B. O'Shea, A. Pulido, S. Sgoutas-Emch, K. Statler (substitute), M. Stuft, I. Williams, L. Williamson, S. Yard

**Guests:** J. Burns, C. Caywood, P. Daley, A. Gisiger, K. Moran

Meeting materials available at [www.sandiego.edu/curriculum/undergraduate-committee/meeting-materials.php](http://www.sandiego.edu/curriculum/undergraduate-committee/meeting-materials.php)

Ron Kaufmann brought the meeting to order at 12:24 pm

**Announcements:**

- The Creative Mind course was approved at the Dec 15 2015 meeting as THEA 205, which conflicts with the number of another course. The Creative Mind will instead be created as THEA 201.

**New Business:**

- Expedited Actions
  - None
- ATF Reports

**Motion to approve by C. Dominguez. Seconded by A. Pulido.**

  - Integration – Revised (pp. 3-5)
    - The ATF report was revised.
    - There was a concern relating to the structure of the second semester LLC course. It was commented that the connection between the LLCs and preceptorial program has created difficulties. Advising could be hindered by that link, and students with an interest in science (for example) might find it difficult to be placed with a science advisor. If the two programs were dissociated, it could potentially solve some of these issues.
    - There was mention of a report for transfer students and the intention of transfer learning communities in the future, with the goal of alleviating the issue of transfer students not being in the LLC program.
    - It was clarified that the structure of the integration requirement in relation to the connection between preceptorials and the LLC program is not still under consideration. It also was noted that this revised ATF report seems to address the comments that were submitted when the previous version was rejected by the Academic Assembly.

**UCC accepted the Integration ATF report – 8/3/3**

  - Oral Communication (pp. 6-9) – *informational; no action required*

- The Oral Communication ATF received comments from the School of Business. The feedback suggested changes which the ATF team decided not to incorporate. The team provided justification for this decision, and their response was sent to the School of Business for consideration.
  - After praising the efforts of his colleagues on the ATF, Dr. Williamson addressed the problems that Comm. Studies has with the report's current status. Beyond the well documented prevalence of Communication apprehension as a need for public speaking (which is in the document) several facets of the worth and nature of public speaking training are under-represented here. Namely, the well-documented importance of public speaking as a vehicle for creating self-esteem, developing audience sensitivity and building a sense of public persona are omitted, as is its Classic role in enhancing a student's appreciation of civic engagement. None of these can be achieved in one speech activity. There should be adequate time given for instructor response and reflection, as well as peer feedback. In order to achieve this it is essential to have at least two public speaking activities.
- Non Expedited Actions
  - English – Changes to major (pp. 10-79)
    - There was concern regarding the additional units in the major (from 27 to 33 at the upper division).
    - In response, it was clarified that English has fewer upper-division major requirements than other areas, and that this change would bring the major into parity with other programs.
    - In addition to conventional courses, students will be able to earn units through internships to satisfy some of their major requirements while retaining depth in Creative Writing or Literature, for example.

**No objections. Stands approved. 14/0/0**

- HNRS 330/331 – César Chávez, Labor, and Catholic Social Justice (pp. 80-88)
  - No discussion.

**No objections. Stands approved. 14/0/0**

- Math 498 – Internship (pp. 89-91)
  - Changed from 3 units to 1-3 units. This gives flexibility to offer a variety of internship opportunities.
  - It was asked if Math 498 was a requirement for the major.
  - It was clarified that it was not. It is an elective for students and does not count toward the major.

**No objections. Stands approved. 14/0/0**

- Psychological Sciences – Changes to major (pp. 92-94)
  - No discussion needed.

**No objections. Stand approved. 14/0/0**

- Liberal Studies – Changes to major (pp. 95-105)
  - Changes include the concentration requirements and a name change for one concentration.
  - With concentrations of 12-15 units, some students may have selected concentrations based on the number of units instead of the areas they were interested in. Changes were needed to increase the flexibility for students.
  - There was concern that 12 units was too low for a concentration.
  - It was pointed out that an academic minor is 18 units, and 12 units for a concentration seemed appropriate.

**No objections. Stands approved. 14/0/0**

- Dual Degree Teacher Preparation Program (pp. 106-124)
  - This is a 4+1 program where students can obtain their B.A. and M.Ed. in five years instead of six. Students will receive a B.A. after four years and a M.Ed. after the fifth year. This is a collaboration with the College and SOLES.
  - A query was directed at the primary reasoning for the collaboration and whether it was to increase the number of students going to SOLES.
  - In response, it was clarified that students seeking the teaching credential must take an extra semester on top of the 4 years for the BA. If students elect the dual degree program, then it is only an additional semester more than what they already do. In the past, students have been ineligible for the M.Ed. program based on the units taken as an undergrad. The current Master's program packages a teaching credential (which students usually complete as part of their B.A.) with an M.Ed. Thus, students who complete a B.A. and a teaching credential at USD typically do not enter the Master's program in SOLES. Students still will have the option to stop at different points and can elect to do the credential as a standalone.
  - Another inquiry stemmed from the financial aspect when students shift from undergraduate to graduate.
  - The Financial Aid office was consulted. The result is to clearly distinguish when students are undergraduates and when they are graduates. The first four years will be approached as undergraduate and the year after that as graduate.
  - As an extension of that conversation, it was voiced that the program might cause additional financial requirements from the College. If the goal from SOLES was to grow a particular program it might require additional resources, and if so, the impact at a university level might need to be explored.

**No objections. Stands approved. 14/0/0**

Meeting adjourned at 1:02 pm