



## University Courses and Curricula Committee 2024-2025

September 4, 2024  
Hosted Via Zoom  
Call to Order: 1:15 PM

### Members Present:

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Jonathan Duggins (Chair)               | <input checked="" type="checkbox"/> Igor Bolotnov    | <input checked="" type="checkbox"/> Rachel Levy      |
| <input checked="" type="checkbox"/> Renee Harrington (Past Chair)          | <input checked="" type="checkbox"/> Sarah Heckman    | <input checked="" type="checkbox"/> Mihai Diaconescu |
| <input checked="" type="checkbox"/> Kimberly Ange-Van Heugten (CALS Proxy) | <input type="checkbox"/> Kimberly Bush               | <input checked="" type="checkbox"/> John Kuzenski    |
| <input checked="" type="checkbox"/> Travis Park                            | <input checked="" type="checkbox"/> Joseph Roise     | <input type="checkbox"/> GRAD                        |
| <input checked="" type="checkbox"/> Kama Kosenko                           | <input checked="" type="checkbox"/> Whitney Jones    | <input type="checkbox"/> STUSEN                      |
| <input checked="" type="checkbox"/> Steven Lechner                         | <input type="checkbox"/> FAC TEX                     | <input type="checkbox"/> STU                         |
| <input checked="" type="checkbox"/> Kristen Schaffer                       | <input checked="" type="checkbox"/> Autumn Mist Biek |  |
| <input checked="" type="checkbox"/> Sarah Cannon                           | <input checked="" type="checkbox"/> Hannah Rainey    |  |
|  | <input checked="" type="checkbox"/> Zachary Lewis    |  |

**Absent Members:** Kimberly Bush

**Guests:** Amanda Beller, Jamie Degesare, Pierre Gramaud, David Stokes

**Ex-Officio Members Present:** Li Marcus, Lexi Hergeth, Annabel Breen, John Harrington, Helen Chen, Latasha Wade, Tamah Morant, Levent Atici, Kyle Pysher

### WELCOME AND INTRODUCTIONS

- **Remarks from Chair Jonathan Duggins** – Welcomed the committee and called the meeting to order.
- **Remarks from OUCCAS/DASA** – FAQ pages now on website, remaining meetings will be held over Zoom
- **Foundations of American Democracy: Initial Questions (Helen Chen)** – See notes below
- **Approval of the [UCCC Minutes from August 21, 2024](#)** – *Approved*

### NEW BUSINESS

- **NTR 402 / NTR 502 : Nutrition Communication for Diverse Audiences** – *Approved with Suggestion*  
Discussion: This new course was presented by Park. Reviewers commented that the course outline had ranges but noted that each week standing as two weeks would add up to a miscalculation. Friendly suggestion to adjust the course outline ranges to ensure the ranges add up correctly.
- **NTR 460 / NTR 560 : Nutrition for the Older Adult** – *Approved with Suggestion*  
Discussion: This new course was presented by Park. Reviewers commented that it looks fine and has been taught as a special topics course with healthy enrollment. All previous comments regarding graduate enrollment have also been addressed appropriately. Friendly suggestion to adjust the course outline ranges to ensure the ranges add up correctly.
- **ED 100 : Intro to Education** – *Approved*  
Discussion: This course action was presented by Cannon. Reviewer commented the course looked fine with no issues.
- **Data Science Academy Courses** – *Approved*  
Discussion: This miscellaneous action was presented by Levy. This action pertains to changing the Data Science Academy course prefix from DSC to DSA. Lexi Hergeth encouraged members to notify their colleagues who have DSC prefixes that this change will be applied.

## **Foundations of American Democracy: Initial Questions (Helen Chen)**

Following remarks from OUCCAS/DASA: Helen Chen greeted the committee and introduced the initial questions and talking points regarding the creation and implementation of the Foundations of American Democracy. Working group has been established including faculty members from history, social sciences, UCCC, CUE, faculty senate, and DELTA. The next cohort of students will be required to take FoAD as a graduation requirement; it cannot be a workshop or orientation. Question of how to implement the course/courses for all incoming students (4,000-5,000 students). Possible credit from AP social sciences and other transfer courses. Minimum impact to student's graduation and degree requirements while still providing learning benefits. Adding a Gen-Ed requirement to the degree plan or replacing a course requirement; double-counting permitted. Helen invited the committee to share their thoughts, while noting the implementation timeline (end of Spring 2025 semester).

One member commented positively that the course would be warranted. One member asked about the procedural level and how it would affect CIM application. Another member (historian and lawyer) asked about mandatory components, such as the Gettysburg Address. Helen confirmed that the system office is mandating the two specific learning outcomes. What is a representative selection regarding the Federalist Papers and who oversees said representative selection? Chair expressed concern about the language and lack of clarity regarding the interpretation of the learning outcome. Helen clarified that the system office is not overseeing the process and that it will be a faculty process to determine which courses will meet the requirements. Another member (political scientist and lawyer) inquired as to what level the course is expected to be taught, giving examples from American political science course levels. Helen responded stating that this is anticipated to be a basic level but that faculty have the autonomy to teach at higher levels or lower levels; modular content may be provided in order to accommodate 4,000-5,000 students.

One member commented that they would not want students to take this course later in their studies due to workload and that there is no room to add an additional credit hour; Helen responded addressing how this course should be fluid with the degree program and that it is up to the working group to determine this, such as swapping another credit hour out for FoAD. It must be credit-bearing, but there is no specification for how many credit hours it needs to be. Simply, the two learning objectives must be met. Triple-counting is not allowed and co-requisites may have significant limitations.

Chair and Li Marcus stated that they will email out a form that will have members share their thoughts, comments, and feedback pertaining to FoAD.

The following link was shared in order to provide context and further information: [Policy on Fostering Undergraduate Student Success](#).

## **Discussion:**

**Dual-Level Courses (Gremaud, Digesare)** – Pierre Gremaud and Jaime Digesare introduced themselves and their roles at the university. Pierre noted that they focused more heavily on program actions as opposed to course actions. Pierre explained some of the improvements to the approval process of dual-level courses, such as the addition of the step that encourages conversation and collaboration with the initiator. Pierre stated that, with regards to dual-level course processing (reviewing and approving), SACSCOC is looking for two things: 1) courses with undergraduate and graduate should “ensure there is a clear distinction between undergraduate and graduate student requirements” and 2) part of [Principle 9.6](#), “institution should maintain high regard for graduate and post-graduate program” if the same course is cross-listed for graduate and undergraduate students”. There appears to be a concern about documentation regarding the distinction specifically pertaining to SLOs (graduate only vs blended) for dual-level courses. Pierre stated that many courses have already made these distinctions. Graduate course proposals typically do not provide SEMs except in the instance of dual-level courses, in which SEMs need to be provided for the 400 level. A member asked if it was possible that there could be a dual-level course with lower level assignments that apply to both undergraduate and graduate in combination with higher level assignments that are applied only to the 500-level; Pierre confirmed that this shouldn't in theory provide any problems. Pierre noted that there are an increasing number of dual-level courses being proposed. Member stated that one of the issues she has run into with dual-level courses is that 500-level courses are restricted to letter-grading as opposed to S/U and this overlaps into 400-level courses; Li noted that this is a SIS system limitations and Kyle Pysher confirmed that undergraduate students can a schedule revision request (per policy) to change the course into S/U if needed, even in a dual-level course.

Member Roise requested that Pierre and the committee do a live walkthrough of BME 448/548. Pierre noted that this course provided a good example of how to provide those noted SLO distinctions.

**Nominations for Chair Elect** – Lexi announced that the Chair Elect would be a substitute for the Chair if they are not able to attend and will be able to essentially prepare for becoming a Chair. Chair Elects are also invited to attend pre-meetings in order to prepare further for becoming Chair. No members came forward to volunteer for Chair Elect this meeting.

Chair thanked the committee for their time and the meeting was adjourned.

Meeting adjourned: 2:25 PM

*Respectfully submitted by Annabel Breen*