

**University Curriculum Committee**  
**Approved Minutes**  
**December 8, 2005**

**Present:** David Buchanan (Provost), Thea McDowell (at-large, Chair), Craig Clarke (Fulton), Sandra Cohea-Weible (Academic Affairs), Mike Folkoff (at-large), Mark Frana (Henson), Jacqueline Maisel (Registrar), Andy Reese (Library), Donna Ritenour (Senate Rep.), Brian Stiegler (at-large),

**Absent:** Melissa Ashcraft (Admission), Debbie Easterling (Perdue), Joaquin Vilá (Grad Council), Jaclynn Mike (SGA)

**Meeting Called to Order:** 3:30 pm

**Approval of Minutes:** Minutes of November 3, 2005 approved.

**Provost Comments:** The Provost commented on the ongoing discussion in the senate concerning online courses and noted that the distinction in the approval process between converting existing courses and developing new course offerings was becoming clearer. He pointed out that the BOR is not currently advocating any online degree programs. Finally, Dr. Buchanan stated that the discussion of "departments vs. disciplines" in general education should always be resolved in a manner that is best for students and he felt that requirements based on disciplines was preferred.

Sandra asked that the committee consider several issues related to study abroad, international courses and travel courses submitted by Rob Hallworth, Director of the Center for International Education. Since Mr. Hallworth's memo was not received until the time of our meeting we did not feel that we had sufficient time to give them adequate consideration and agreed to put his questions on the agenda for a future meeting. For the six courses that are currently "in the pipeline" we agreed that they could proceed.

**Curriculum Proposals:**

<b>MUSC – Change of Major; Music BA (Vocal Performance)</b> <b>Foreign language req. in group 1b</b>	<b>Approved</b>
<b>MATH – Course Dropped; MATH 200 Mathematics and Culture</b>	<b>Approved</b>
<b>MATH – New Course Added; MATH/COMPUTER SCI 190</b> <b>Liberal Arts Mathematics: subtitles may be added)</b>	<b>Approved</b>
<b>ART – Course Dropped; ART 480 Art, Psychology and</b> <b>Visual Perception</b>	<b>Approved</b>
<b>PSYC – Course Dropped; PSYC 480 Art, Psychology and</b> <b>Visual Perception</b>	<b>Approved</b>
<b>SOCIOLOGY – Course Change; SOCI 319 Social Change</b> <b>and Social Planning</b>	<b>Approved</b>
<b>SOCIOLOGY – Course Change; SOCI 322 Population Studies</b>	<b>Approved</b>
<b>SOCIOLOGY – Course Change; SOCI 363 Women and</b> <b>Development</b>	<b>Approved</b>

## Old Business

The remainder of the meeting was a discussion of the Senate's response (*questions*) to the online learning checklist. We formulated answers to each of the seven questions

#1. *Policy does not address concerns specific to online technology related to test-taking and academic integrity generally.* The online learning statement does address these topics generally in the Policies section, by stating that the academic policies, including academic integrity, were to be applied in the same manner as in traditional face to face classes. The ad hoc online learning committee could identify examples of how test taking could be handled and elaborate more on the issue of test proctoring in the document. The UCC views its role as looking at new courses, etc., and not specific delivery modes or how tests will be handled.

#2. *While some aspects of policy must be determined at the department level as the policy states, there are also more general concerns that must be addressed by the faculty as a whole; policy should identify those issues more clearly and distinguish between levels of policy.* Course changes that involve change the delivery style to Online for existing courses, would go thru the normal departmental and school approval process, ending at the Dean. UCC will only see new course proposals.

#3. *What is the process for determining the appropriateness of offering a course online versus face to face?* The UCC felt that these types of decisions should occur at the departmental level supported by scholarly research in that academic discipline.

#4. *What role should online courses play in the typical SU undergraduate experience? What proportion of credit hours taken might a student expect to take online?* The committee felt that this question was better addressed by the Academic Policies Committee. It was viewed as comparable to the idea that students may take up to 30 credits by examination.

#5. *What is the institutional philosophy about online education?* The UCC felt that stating an institutional philosophy was far beyond our role. We see online courses as merely differing from other types of courses (e.g., on ground) in mode of delivery.

#6. Concerning the **Checklist**, the UCC views it as a guide to help faculty, chairs, and others focus on specific topics that may differ in online learning. Similar to other types of checklists (see, for example, the Curriculum Approval Guide) already in use by curriculum committees it provides an efficient and effective way to organize and identify information in curricular proposals.

#7. Concerning the review of courses that are **online, hybrid, web-enhanced and web presence** the UCC felt that both online and hybrid courses would go through the same review process, while web enhanced and web presence would not.

The next scheduled UCC meeting will be February 9, 2006 (PCR). The January meeting was canceled due to schedule conflicts.

**Meeting Adjourned: 5:26 PM**

Submitted by J. Craig Clarke (Fulton)

cc: M. Pereboom, Senate Chair  
J. Howard, Webmaster  
V. Robison, Provost's Office  
C. Smith, Publications  
B. Zaprowski, Forum Chair  
S. Weaver, NCATE Coordinator  
School Reps: (Not part of UCC)  
A. Brown, SC Curriculum Chair  
L. Madden, E&PS Curriculum Chair  
T. Miller, LA Curriculum Chair  
Deans of the Schools:  
Dr. Jones  
Dr. Moore  
Dr. O'Rourke  
Dr. Pataniczek