

University Courses and Curriculum Committee

Minutes of Meeting

October 20, 2016

9:30 a.m. – 11:00 a.m.

Monroe Library, Seminar Room 4

Present: Marc Manganaro, Desiree Rodriguez, Patricia Pearce, Lydia Voigt, Laurie Phillips, Angie Brocato Hoffer, Bill Locander, Tony Decuir, Michael Rachal, Maria Calzada, Thomas Foster

The University Courses & Curriculum Committee met on Thursday, October 20, 2016 at 9:30-11:00 a.m. in Monroe Library, Seminar Room 4. Dr. Manganaro called the meeting to order.

New Business

CAS Proposals

Course Proposals:

1. Biological Sciences BIOL A101 – Bioinquiry
 - a. Clean DPCL's without handwritten notes were circulated.
 - b. This course was offered experimentally last fall in Biological Sciences. Sent to CAS Curriculum Committee.
 - c. CAS Curriculum Committee expressed concerns, went back and forth with department.
 - d. Biological Sciences responded to all requests except one, but the CAS Curriculum Committee did not accept proposal based on the one issue.
 - e. Issue best illustrated on DPCL
 - i. BIOL took BIO Freshman course at 1 credit, bundled with another course for 2 elective hours to create one 3 credit hour course.
 - ii. BIOL feels so strongly about this course, they consolidated credits from multiple other courses in order to keep the credit hours for the major program the same.
 - f. How many electives remain in the major? 20 credit hours of major electives. Program also includes 17 credits of General Electives.
 - g. CAS Curriculum Committee insisted BIOL remain at 23 credits of major electives. Based insistence on flexibility for pre-med and Honors students who are BIOL majors. BIOL department are the experts in their own degree and initiated appeals process.
 - h. Appeals process went to Dean's Advisory Council of Chairs, was viewed in August, and reviewed in September. Council of Chairs unanimously approved the BIOL proposal and so did the dean, requested CAS forward to UC&CC for review.
 - i. CAS did review change in context of SCAP review of programs.
 - j. BIOL does not see this as a roadblock, the course content should help facilitate retention and graduation. Was in response to a SCAP review, external review of BIOL curriculum, extensive review of curriculum. This is part of that proposal.
 - k. BIOL has been very flexible with Honors students.

- l. Report submitted indicates this course delivers basic skills in the discipline, serves as foundation for rest of curriculum in major. Course should not be an elective.
 - m. Concern expressed regarding potential “major creep,” but BIOL has reviewed their programs for 3 years. BIOL only has 34 credit hour major, but does have adjunct courses.
 - n. Concern that blocking a change like this would discourage proactive program review. BIOL showed initiative to improve own curriculum, and is now making changes based on this assessment.
 - o. Course content is to teach skills of inquiry. Outcomes and skills remain even as specific topics can change based on professor.
 - p. There is a \$100 fee for this course, without explanation in the proposal. How are students benefiting from this fee? This is a new fee.
 - i. Early FAFSA schedule compels University Budget Committee (UBC) to review these items, bring fee changes to Board executive committee in November 1.
 - ii. Course fees have to be paid out of pocket, would not be a part of FAFSA discussion. There are significant concerns over fees right now.
 - iii. Course is not a lab, but does have lab aspects to it. This directly affects fee.
 - iv. BIOL must justify course fees for this course with an itemized list of how students will benefit from the fee during the semester in which they are registered for the course.
 - v. Suggestion that course and program change approved, but ask for additional justification of new fee.
 - q. Proposal appears to indicate schedule of courses in heavily bunched timeframe with other classes. Putting these courses in the timeframes proposed force students to choose between these and other classes, and could provide scheduling roadblocks. Loyola has spent a lot of money on new classrooms, but scheduling has been bunching courses in specific timeframes, especially for sciences. Student Records works with Natural Sciences every semester to try and spread out schedule, but this jumped out as a feature of the proposal.
 - i. Proposal can be approved without approving specific timeslot specifically.
 - r. *Motion to accept course, second. Accepted unanimously. Fee justification will be presented for approval to UCCC at a future meeting.*
2. Criminology and Justice
- a. CRIM A290 – Criminology, Justice and Katrina. Examines CJ in City of New Orleans before, during, and after Katrina.
 - b. CRIM A295 – Crime and Disaster. How crime develops during disaster, how it can be prevented. Was taught experimentally last year.
 - c. Both courses under consideration should have been proposed last year, change in college restructure delayed their consideration. Proposals still include signature by College of Social Sciences Interim Dean though the Criminology & Justice department is now in CAS.

- d. Are these restricted for majors only, or open to other students? No prerequisites. Students can still take as electives. No narrative that says courses are closed. First priority given to students in the major, but students can still sign up.
 - e. Courses are similar, planned to teach in alternating fall semesters to generate student interest
 - f. Issues with the 90's numbering, usually reserved for experimental, independent research. Can work with Student Records to use more appropriate numbers. Probably assigned these numbers because they were proposed for experimental.
 - g. *Motion to accept both courses, second. Motion adopted unanimously.*
3. Psychological Sciences PSYC A322 – Cognition & PSYC A323 – Cognition Lab
- a. Changing name to Cognitive Neuroscience. Gives better description of what is going on in the course, inspire greater student interest. Course will not change content.
 - b. Cognitive Neuroscience is a specific type/subset of Neuroscience, but this is not Biological Neuroscience, for example.
 - c. Concerns expressed about difference between “cognition” and “neuroscience.”
 - d. Description of course read, found acceptable.
 - e. *Motion to accept, second. Motion carries unanimously.*

Program Proposals:

- 1. History with a Concentration in International Studies
 - a. Changing title of major to History International Studies with individual concentrations.
 - b. Allows students to choose a world region of focus.
 - c. This change would allow for better tracking in U-Achieve.
 - d. *Motion to accept, second. Motion carries unanimously.*

GPS Proposals

Course Proposals – Counseling student fees for CNSL 836 & CNSL 863

- 1. Counseling requesting fee increase for CNSL 836 from \$75 to \$100, and a new fee for CNSL 863 of \$150.
- 2. Fees meant to pay for the use of client actors so students can practice basic clinical skills in one lab, and advanced skills in the other.
- 3. Standard practice across profession is to use client actors. Safer than students practicing with each other. Settles ethical dilemmas that may arise from student-to-student practice.
- 4. CNSL has been increasing the use of client actors based on best practices. Now at a point where fees would be needed to support this.
- 5. Client actors are Loyola students, paid for character development to develop a character persona. More advanced personas have to be more complex, so licensed counselors are hired for advanced skills training.
 - a. Actors are not screened before they come in. During character development, CNSL works to create differentiated characters from the client actors.

- b. Are there measures in place that identify problems and issues within this program? Yes. One incident in seven years. Faculty facilitator can identify and step in if situation becomes problematic.
- 6. Fee is to pay the client actors \$10 an hour to be a client actor.
- 7. Every dollar students pay in will go to client actors.
- 8. Tracking fee distribution hasn't been robust in the past but was adequate. One initiative is to improve tracking fees going to client actors.
- 9. Concern expressed regarding how many 15 hour episodes/sessions of client actor practice a student will encounter. Counseling students only pay the fee per course taken.
- 10. Example: 10 CNSL students in a course, all pay fee, all practice with client actors.
- 11. Could students take all 3 fee-based courses at the same time? Impossible. Some are pre-requisites to the others. Could take them in a single year, but never in a single semester. Schedule and prerequisites set up specifically to prevent this.
- 12. CNSL students expect to pay fees for this type of practice.
- 13. When do fees become active? January or next fall?
 - a. Student Records could put the fees on for the spring before registration opens.
 - b. Courses already in database can add code for fee.
 - c. CNSL course fees listed incorrectly in Bulletin. Double check for revision process.
- 14. *Motion to accept course fees as proposed, second. Motion adopted unanimously.*

Other Topics

Crowding of Courses

- This issue should be discussed by UC&CC at a future meeting.
- Library spaces are starting to feel tight with many students in classrooms. Looking to raise funds to create more space.

The meeting adjourned at 10:32 a.m.