

**MINUTES OF  
UNIVERSITY COMMITTEE ON CURRICULA**

**October 7, 2015**

Present: J. Morgan, K. Martin, A. Gabriele, K. Basom, R. Christ, M. Fienup, S. Riehl, K. Dhanwada, G. Pohl, J.D. Cryer, D. Wallace, M. Timmerman, D. Heistad, G. Rhineberger-Dunn

Absent: P. Patton

Guests: W. Weiss, M. Devlin, M. Connerley, M. Bunker, D. Corbett, R. Lund, M. Mack, R. Marston, T. Schrage, K. Snyder, C. MacGillivray, S. Min

The meeting was called to order by Chair Dhanwada at 3:00 p.m. in the Oak Room, Maucker Union.

**I. Welcome and Introductions**

Chair Dhanwada welcomed all present. This was followed by introductions.

Dhanwada informed the group pre-meetings took place on Monday, October 5, 2015.

**II. Approval of 9/30/15 Minutes**

Dhanwada asked members to review UCC minutes dated September 30, 2015.

Basom moved, Pohl seconded to approve minutes.

Dhanwada requested changes be made to Sections III and IV. Within Section III the phrase, "... (Twelve required core courses) and two bundles (15 hours each)," was added to paragraph five. Within Section III-A, "... a newly added course as part of the Interactive Digital Studies-BA Digital Writing bundle," was added to paragraph two, and, "... going from 2 credit hours to 3 credit hours recognizing need due to new regulations put in place at the state level," was added to paragraph ten. Within Section III-B, "Discussion occurred with Vallentine and Schmitz and it was noted that it was not clear on Leepfrog as to the final number of hours for each specialization for the major," was added to paragraph three; paragraph five was removed. Paragraphs 18-20 were added to Section III-B; paragraph 21 was removed. Paragraphs one and two were added to Section III-D. Within Section IV-A, paragraph two was changed to read, "Uhlenberg responded the state's new requirements for licensure necessitated taking courses out of sequence. The courses are stacked, and it is difficult to space out methods courses and take them as stated in the requirements and still have students complete in a timely manner." Changes were also made to Section IV-B paragraphs two and four.

Question was called on the motion to approve minutes. Motion carried and September 30, 2015, minutes were unanimously approved.

**III. Curriculum Review Procedures for COE Proposals for Edited/Deleted Programs and Courses in the School of HPELS**

Gabriele moved, Fienup seconded to approve the HPELS curriculum proposals

**A. AT-BA Athletic Training Major**

**ENVHLTH-CERT Environmental Health Certificate**

**GLHLTHDIS-CERT Certificate in Global Health and Health Disparities**

**HLTHEDTCH-MINOR Health Education Minor-Teaching**

**HLTHPRO-BA Health Promotion Major**

**MESCI-BA Movement and Exercise Science Major**

**PEELTCHG-MINOR Physical Education Minor – Elementary Teaching**

**SPORTMGMT-MINOR Sport Management**

**TOUR-CERT Tourism Certificate**

**AT 3000 Athletic Training Clinical Integration**

**AT 3010 Athletic Training Terminology**

**AT 3031 Acute Care Clinical Skills**

**AT 3042 Injury Assessment Clinical Skills I**  
**AT 3051 Injury Assessment Clinical Skills II**  
**AT 3072 Therapeutic Interventions Clinical Skills I**  
**AT 3082 Therapeutic Interventions Clinical Skills II**  
**AT 3120 Clinical Decision Making in Athletic Training and Orthopedic Pathology I**  
**AT 3125 Clinical Decision Making in Athletic Training & Orthopedic Pathology II**  
**HPE 4155/5155 Stress Management**  
**HPE 4162/5162 Introduction to Women's Health**  
**HPE 4164/5164 Health Care and the Consumer**  
**HPE 4353/5353 Public Health Theory**  
**HPE 4373/5373 Planning and Evaluating Health Promotion Programs**  
**HPE 4383/5383 Health Promotion Implementation and Advocacy**  
**HPE 4663/5663 Human Diseases**  
**HPE 4667/5667 Human Toxicology for Environmental and Occupational Health: Principles and Applications**  
**HELS 1010 Personal Wellness**  
**HELS 1020 Dimensions of Wellbeing Lecture**  
**HELS 1030 Dimensions of Wellbeing Lab**  
**HELS 3120 Technology Integration for the HELS Professional**  
**LYHS 3991/5991 Principles of Therapeutic Recreation II**  
**LYHS 4995/5995 Assessment, Programming and Evaluation in Therapeutic Recreation**  
**LYHS 4996/5996 Intervention Techniques in Therapeutic Recreation**  
**LYHS 4997/5997 Administrative Practices in Therapeutic Recreation**  
**PEMES 2021 Movement Activities for Children**  
**PEMES 2031 Teaching Physical Education with Technology**  
**PEMES 2053 Physical Activity and Nutrition for Health and Fitness**  
**PEMES 3123 History of American Sport**  
**PEMES 3132 Dance Curriculum**  
**PEMES 3160 Introduction to Sport Management**  
**PEMES 3161 Sport Marketing**

Dhanwada indicated there were a number of courses with editorial changes and there was no discussion on these courses.

Weiss provided an overview of changes to Athletic Training courses and programs. Several years ago, Athletic Training had combined several courses that had hands-on clinical skill training into one course. This created many problems for advising and counting the appropriate number of credits for this course taken over several semesters. Thus, the change going back to individual courses was once again proposed. The hours will be the same, no net gain or loss of hours.

Morgan asked why AT 3000 Athletic Training Clinical Integration now has a range of 6-8 hours.

Weiss stated some students complete the program in two years and others in three years. AT 3000 is to be taken over a minimum of five semesters and will include a clinical experience during each semester, so those students with a longer program will take more hours.

No further discussion regarding AT courses and these course changes (additions) was made in the major description with no net increase in hours.

Discussion regarding HPE courses began. Wallace indicated HPE 4162/5162 will be shredded following the GCCC meeting held 10/7/15 as the decision was made to retain the graduate level option.

Regarding HPE 4155/5155 and HPE 4164/5164, Fienup asked why a course number wouldn't change to a 2000-level course if the intention was to make the course available to freshmen and sophomores as was stated in the explanation.

Wallace indicated the decision of whether or not a course is to remain 3000/4000-level or change to 2000-level was up to the department. This type of change would typically need to be approved through curriculum. She also indicated HPE 4247/5247 and HPE 4438/5438 would be shredded due to discussion at GCCC on 10/7/15.

Discussion regarding changing the course number for HPE 4155 and 4164 to a 2000 level number ended with the UCC Chair asking the department to revisit this change in next year's curriculum cycle as it could then go through the appropriate groups through the workflow.

Discussion of HPELS courses began. Riehl asked if there was a co-requisite structure for HPELS 1020 and HPELS 1030 Dimensions of Wellbeing.

Weiss responded it was preferable that students would take both courses in the same term but was not required. During the piloting of the courses, students were required to take the classes together.

Heistad indicated both HPELS 1020 and HPELS 1030 were required to satisfy the LAC requirement, but they don't have to both be taken in the same semester.

Heistad stated there would be more student requests if the courses were left as co-requisites as listed in the proposal.

Corbett confirmed HPELS 1020 and HPELS 1030 should not be listed as co-requisites. Wallace to remove from proposal.

Dhanwada asked about the Dimensions of Wellbeing Coordinator/Instructor Position included within the proposal for HPELS 1020/1030.

Corbett responded current discussions with the COE Dean indicated support for the staffing needed. The department has had many rounds of discussions at the senior level of administration regarding this issue. The department needs someone that can teach these courses as well as coordinate the sections. If a faculty member was to do this, it would be harmful to their research efforts as there would not be enough time to do scholarship. Thus, the reason to have a P&S member. The School of HPELS will take the person they can get for this effort – whatever the status. Conversations have also taken place with the LACC, and the committee recommended that a faculty member be given release time for these efforts of coordination and would also include outcomes assessment for the LAC course.

Heistad indicated part of the issue LACC saw with dropping Personal Wellness and incorporating DWB was the commitment of the faculty for teaching LAC courses. The LACC has been very impressed by the HPELS faculty in participating and building the course. The person coordinating the DWB should receive one course release to coordinate, but all faculty should take ownership of the course and take part in the assessment of the course.

Corbett responded there was commitment to DWB throughout HPELS. Faculty from each of the departments within HPELS have committed to teach the courses.

Discussion focused on LYHS courses. Fienup asked if students must take LYHS 3990 Therapeutic Processes I before LYHS 3991 Therapeutic Processes II.

Mack stated it does not matter what order LYHS 3991/5991 Therapeutic Processes I and II are taken.

Gabriele asked if PEMES 2021 could be completed prior to Level I and if it was considered to be a methods or a content course.

Marston responded yes, the course could be taken prior to Level I; it is the request of the department that the pre-requisites for PEMES 2021 be dropped to allow Physical Education-Teaching majors the ability to take the course earlier in their program to determine if this major is a good fit. PEMES 2021 is considered a content class, with members of the course having one or two brief experiences with elementary students.

Fienup indicated removing the current Level I prerequisites from PEMES 2021 could be a liability issue as the necessary background checks would not be performed. If Level I is dropped as a pre-requisite, then a background check should be made a requirement for PEMES 2021.

Cryer stated the Teacher Education Senate did not have an issue with PEMES 2021.

Lund indicated if the course needed to be revisited, changes could be made.

Rhineberger-Dunn recommended department review university policy 13.21 to ascertain if a background check is required for the experiences included within PEMES 2021.

Gabriele suggested the proposal be withdrawn for PEMES 2021 and introduced again in the next curriculum cycle or the issue addressed and brought to the UCC cleanup session to be held on 10/14/15.

Corbett responded they could provide clarification of the Policy 13.21 and build necessary components into the course.

Gabriele recommended all consultations be provided for PEMES classes that are currently not there. Department to provide these to Wallace to attach to proposals.

Dhanwada indicated PEMES 3160 Introduction to Sport Management and PEMES 3161 Sport Marketing did not have consultations with representatives from the Departments of Management and Marketing.

Bunker indicated, after reading the syllabus for PEMES 3161, the course is a marketing course. Bunker suggests that Principles of Marketing be added to provide a broader base to students. The following email summary was also provided by Bunker to UCC members prior to the meeting:

*My first concern is in regards to the consultation (form J) that is supposed to take place when a course might offer similar content with a course in another department. No consultation form was sent to me, as is noted on page 2 of the new course proposal, under the request, "List any other courses with similar content or title which are offered by another department." The reply was "none." Please compare attached course schedule of the proposed Sports Marketing syllabus with the attached course schedule of the Principles of Marketing syllabus. There is a large overlap between the two courses. It might be argued that Sports Marketing is an advanced course and targets students interested in Sports Marketing. That is a true statement, but if so, I would also argue that the students should take a foundations course "Principles of Marketing" before taking an advance course.*

*But underlying my concern is the curriculum process in which the application completely leaves out the marketing department, which in fact, does teach marketing classes and the professors are registered with the university as teaching in the marketing program. My question for the committee would be, "what is the purpose of the form J (consultation form) if a department with similar interests is not even consulted?"*

*If the course is approved, for the educational benefit of the students, can I at least request that the students take Principles of Marketing as a pre-requisite? It is a pre-requisite for all of the advanced courses in the Marketing Program and provides a broad foundational understanding of the field of marketing. This option would allow the professor teaching the course to explore Sports Marketing at a deeper level and spend less time explaining principals of marketing to the students. Otherwise, the Sports Marketing class would be nothing more than a course in Principles of Marketing, a course which is already offered, with a sports twist.*

Mack responded the lack of consultation of the Department of Marketing was an oversight.

Connorley stated the title of PEMES 3160 was an issue for Management and their accreditation bodies. The students are not receiving a business degree, and a strong Sports Management program would require a business background prior to entry into the program.

Corbett responded it is the norm to have a Sport Management and Marketing courses in Sport Management majors and minors. It is a viable discipline. This is the case for 350 institutions across the United States. There are around 15 of these programs in the state of Iowa.

Discussion regarding Sport Management and Marketing courses continued and Dhanwada suggested that this type of discussion was why consultations were needed. She suggested that the different groups meet, consult, and bring the proposal back to the UCC at the next cycle or if they could come to some sort of agreement, they could come back to UCC next week and present the proposal.

Weiss inquired about HPELS name change. The School of HPELS submitted a request to change their name to **School of Kinesiology, Allied Health and Human Services**. It is presently listed on the Provost website, but this change is not done through Leefrog. The topic is tabled for discussion at the 10/14/15 UCC meeting.

Four items tabled for discussion PEMES 2021, 3161, Sports Management Minor, and HPELS Name Change. As of 10/9/15, Corbett withdrew proposals for the Sport Management curriculum proposal which includes the two new classes (PEMES 3160 and PEMES 3161), and the request to delete any prerequisite or co-requisite for the PEMES 2021 course for this curriculum cycle. This will leave the requirement of having a background check already in place.

Question was called on the motion to approve the HPELS curriculum proposals. Motion carried and the HPELS curriculum was approved.

#### **IV. Curriculum Review Procedures for Interdisciplinary Programs (Humanities, Women's and Gender Studies, LAC)**

Riehl moved, Basom seconded to approve the Humanities curriculum proposals

- A. GLOBAL-BA Global Studies Major**
- HUM-BA Humanities Major**
- HUM 1010 Leadership: Skills and Styles**
- HUM 3110 Leadership: Concepts and Practice**
- HUM 3131 Practicum in African American Culture**
- HUM 3169 Leadership Internship**
- HUM 3188 Seminar on Leadership Development: The Future**
- HUM 3189/5189 Seminar in Environmental Problems**
- HUM 4192 Junior-Senior Seminar**

Dhanwada indicated a majority of the proposed changes were editorial.

Question was called on the motion to approve the Humanities curriculum proposals. Motion carried and the Humanities curriculum was approved.

Riehl moved, Basom seconded to approve the Women's and Gender Studies curriculum proposals

- B. WOMGEND-MINOR Women's and Gender Studies Minor**
- WGS 2040 Introduction to LGBTQ Studies**

Fienup indicated 21 hours for WOMGEND-MINOR wasn't adding up.

MacGillivray indicated this was an error. WOMGEND-MINOR is an 18 hour minor.

Riehl suggested the prerequisites of the courses within WOMGEND-MINOR be listed.

Wallace responded she would list the prerequisites.

MacGillivray indicated the name of the minor was to be changed to "Studies in Sexuality, Women, and Gender." Form A was completed but the information was never entered into Leefrog.

Wallace to roll back WOMGEND-MINOR for review and approval of the name change of the minor by CHAS Dean and CSBS Dean. Name change to be reviewed at final UCC cleanup session on 10/14/15.

Question was called on the motion to approve the Women's and Gender Studies curriculum proposals pending approval of the minor title change by the deans. Motion carried and the Women's and Gender Studies curriculum was approved.

Riehl moved, Basom seconded to approve the LAC curriculum proposals

**C. LACCATEGORY1-LAC Category 1: Core Competencies  
LACCATEGORY3-LAC Category 3: Fine Arts, Literature, Philosophy and Religion  
LACCATEGORY4-LAC Category 4: Natural Science and Technology**

Riehl asked about the “#” and “\*” used in LACCATEGORY1-LAC and whether they could be removed.

Heistad indicated the # phrase indicating “for students admitted to UNI prior to Fall 1994...” could be modified within the LACCATEGORY1-LAC proposal. The statement regarding prerequisites for 1C would be updated, and the prerequisites for 1A remain unchanged.

Heistad stated changes to LACCATEGORY4-LAC was to be more transparent for students.

Question was called on the motion to approve the LAC curriculum proposals. Motion carried and the LAC curriculum was approved.

Riehl moved, Basom seconded to approve remaining interdisciplinary curriculum proposals.

**D. CAP 3110 Obesity and Diabetes: Science, Sociology and Economics  
CAP 3122 Building Communities: Developing Intentional Family Spaces  
CAP 3132 Medicine, Morality, and Society  
UNIV 1030 Beyond Google: An Introduction to Information Literacy**

Martin provided an overview of UNIV 1030 Beyond Google. This is a course in place of the former Library Orientation course. It is an 8-week course and usually consists of 15 students. The students complete a pre-test of their knowledge at the beginning and earn points by engaging in the class. Once students have earned 1000 points they pass the course. Consideration is being given to making this online at some point and also making available to graduate students. Two library staff are dedicated to teaching this course presently.

Discussion concluded. Question was called on the motion to approve remaining interdisciplinary curriculum proposals. Motion carried and the remaining interdisciplinary curriculum proposals were approved.

The meeting adjourned at 5:00 p.m. **The next UCC meeting will be Wednesday, October 14th.**

Respectfully submitted,

Marissa Timmerman  
Office of the Registrar

mrt

cc: UCC  
GCCC  
Guests  
All Alternates

