

MEETING MINUTES

Joint University-Wide Curriculum Committee

February 20, 2025 | 11:40 a.m. – 12:40 p.m., Remote Meeting

Members Present: Robert Bromfield, Johnathan Cromwell, Cathy Gabor, Erika Johnson, Kiannah-Nicole Karani, Nicole Kircher, Jo Loomis, Kate Lusheck, Marisa McCarthy, Megan O'Banion, Deborah Panter, Vahab Pournaghshband, Natacha Ruck, Freddie Seba, Shivani Shukla, Carol Spector, James Taylor, Paul David Terry

Members Absent: Dave Donahue, April Randle, Diane Roberts, and three TBA members.

Agenda Items:

I. Welcome, Approval of the Minutes & Agenda (5 min)

The Co-Chairs officially opened the meeting. Corrections, additions, and comments to the November meeting minutes were called for. There were none. A Co-Chair asked for a motion to approve the minutes. There was a motion to approve the minutes. The motion was seconded. The Committee was asked for a show of hands in favor of approving the minutes. The minutes passed with no oppositions or abstentions. A Co-Chair asked for any additions to the agenda. There were none. The Committee was asked for a motion to approve the agenda. There was a motion to approve the agenda which was seconded. The Committee was asked for a show of hands in favor of approving the agenda. The agenda was approved unanimously.

II. Deactivations in Curriculog (15 min)

- A. [French Studies Major](#)
- B. [Japanese Studies Major](#)
- C. [Latin American Studies Major](#)
- D. [Spanish Studies Major](#)
- E. [Performing Arts and Social Justice, Music Concentration, Major](#)
- F. [MA in International and Multicultural Education](#)
- G. [Special Education, Mild/Moderate Education Specialist](#)

The Committee reviewed the program deactivations in Curriculog in batches by school/college. The first five were from the College of Arts and Sciences (CAS), with the rationale of low-enrollment for a period of ten years. The Committee discussed the CAS deactivations. Key points were:

- Institutions might manage low-enrollment by sharing majors across institutions

- There is an official consortium of class-sharing for institutions to buy into. However, there were many hurdles regarding implementation such as unit-alignment and hesitation about accepting grades from outside the institution
- The courses will continue to be taught and students will be able to minor in these languages (though the majors will not be available)
- A number of faculty members have reached out to say they're disappointed in these majors being shut down, especially given the global emphasis of the university and the importance of languages in so many of our disciplines
- The enrollment numbers indicate that students are not choosing these majors, even as part of a double-major
- What are the methods to let the students know about these deactivations?
 - Students who are directly impacted are working with their advisors on a teach-out plan and have been communicated with. They are all guaranteed a pathway to graduation
 - Admissions did not offer these majors in the current round of recruitment. If students inquired, they would be informed there were minors available
- There are university-wide teach out policies that guarantee that students who start a major will be able to finish it. These policies are documented on the Senior Vice Provost's webpage
- How can Committee members help with sharing this information?
 - This information is considered shareable with the students because it is in Curriculog
 - Some departments have Town Halls where this information might be communicated out

A Co-Chair asked for a motion to recommend moving the deactivations to the provost. There was a motion. The motion was seconded. The Committee was called to vote to recommend moving the deactivations to the provost. Out of 18 voting members present at the time of the vote, 16 voted in favor, one voted in objection, and one voted in abstention. The motion carried. The Committee moved on to discuss the two program deactivations in the School of Education. The Masters in International Multicultural Education was being deactivated because of a reorganization of the masters programs. The Special Education Mild/Moderate Education Specialist is simply a name change, which requires deactivating the old name. No Committee members from the School of Education (SOE) were present. A brief discussion ensued. Key points were:

- Was there any consideration of having students in the current program graduate with the new program name?
- Students would probably be given the option whether or not to graduate under the program that they came in on or to move to another one through a program change
- The deactivation process is typically a long process that has many steps for approval and review. If the programs have made it this far, they probably have been well-vetted by the SOE

- How are these communicated to faculty and adjunct faculty?
 - These would have to have gone through the SOE curriculum committee before reaching the JUCC
- What is the role of the JUCC in terms of these decisions? Is the JUCC just approving something that is already in the works?
 - The JUCC's role is to make recommendations to the provost. The JUCC does not formally approve or disapprove a proposal

A Co-Chair asked for a motion to recommend moving the deactivations to the provost. There was a motion. The motion was seconded. The Committee was called to vote to recommend moving the deactivations to the provost. All were in favor and the motion carried.

III. Instructional Modality Sub-Policies Across the Schools and College (15 min)

Some schools and colleges have sub-policies that supersede or clarify the language of the Definitions & Guidelines for Instructional Modalities. The Committee looked at the sub-policy for the School of Nursing and Health Professions (SONHP) and the sub-policy for the CAS. The SONHP policy satisfies requirements of its regulators and accreditors; for nursing there are requirements for in-person instructional hours and clinical hours. The USFFA reached out seeking clarification as some faculty thought that for an in-person modality, they could have up to a 10% switch to a remote modality without the involvement of the dean's office - as long as it was disclosed in the syllabus and pre-planned. The provost asked for the Definitions & Guidelines for Instructional Modalities to mention the sub-policies in the schools and college. A discussion ensued. Key points were:

- The sub-policy in the School of Management was similar to other schools
- Links to the schools' and college's sub-policies should be added to the Definitions & Guidelines for Instructional Modalities so faculty don't have to hunt down sub-policies
- Since the Definitions & Guidelines for Instructional Modalities went through an approval process, so should the change; it affects faculty agency
 - The deans have valid reasons why they need to be involved in changes to modalities
 - The objective in the process of creating the Definitions & Guidelines for Instructional Modalities was to try to create overarching guidelines that would apply university-wide
 - There is a feedback form regarding the Definitions & Guidelines for Instructional Modalities
 - Committee members can discuss this addition with their constituents

A Co-Chair asked for a motion to accept the proposed language addition to the Definitions & Guidelines for Instructional Modalities In-Person Definition: *Course formats in which 100% of class sessions are delivered in person, with up to 10% of online instruction as per school sub-policy* with links to

the individual sub-policies of the schools and college. There was a motion. The motion was seconded. The Committee was called to vote to recommend the added language. All were in favor and the motion carried.

IV. Provost-Added Language Changes to the JUCC By-Laws Article I, *Membership* (5 min):

A. *The faculty co-chair will be selected by the USFFA and will be a full-time faculty member.*

In addition to other committees across the university, Provost Fung asked for clarification in the JUCC By-Laws that the faculty co-chair is not only selected by the USFFA but is a full-time faculty member. A Co-Chair asked for a motion to accept the proposed language addition. There was a motion. The motion was seconded. The Committee was called to vote to recommend the added language. All were in favor and the motion carried.

V. JUCC Involvement with Curricular Impacts of Program Consolidations (15 min)

The Committee discussed its role regarding input on curricular consolidation. Key points were:

- It would be something that would affect more than one school. Some of the restructuring only affects one school
 - But even if the curricular consolidation is happening within one school there may be implications four plus one (4+1) programs and dual degree programs or accelerated programs and those changes should come before the JUCC
- The JUCC's scope is when restructuring begins to intersect, impact, or involve curriculum
- The JUCC is a recommending body, advisory to the provost
- How would a recommendation "not approve" by the JUCC affect the outcome?
 - The JUCC can move an item forward and not recommend approval
 - Whether or not the provost agrees with the JUCC is outside of the JUCC's control
 - If the JUCC does not have an approval, it would be because a Committee member has a concern
 - This is a broader group that looks across the university and raises questions
- For example, the CAS restructured some of its programs as part of different tracks
 - This refreshes the curriculum
 - Some community members are skeptical
 - The JUCC's function – if changes such as these in CAS were up for the Committee's consideration – would be purely advisory as opposed to to supervisory
 - Restructuring is not entered into Curriculog; it is organizational and about reporting structures; it is not curricular, though there may be some curricular innovation that comes from these changes

- The Committee members might review and clarify the section of the JUCC By-Laws relating to the Committee's scope

VI. Closing and Action Items (5 min)

A Co-Chair will inform the provost that the JUCC voted to add language to its By-Laws that the faculty co-chair will be selected by the USFFA and currently a full-time faculty member. The Co-Chairs officially closed the meeting.