

UNIVERSITY COMMITTEE ON CURRICULUM (UCOC)

MINUTES

March 4, 2015

2:00-3:00 pm

****HOH 506****

I. UCOC FEBRUARY Minutes

- *Attachment: UCOC February 4 Minutes*

→APPROVED

II. OLD BUSINESS

A. Proposal to Allow Separate Courses be Taught in the Same Room, Time and Day (Brian Head, AHS Chair)

In the spirit of fostering more interdisciplinary teaching, Brian Head proposes that UCOC allow approval of courses in cases in which two courses are independent with regard to syllabus, grading and department, but which nevertheless work symbiotically with each other, even if their unit or pay structure is different. For example, ENGL 620 Literature and Interdisciplinary Studies (4, max 12) (taught by David St. John) and MUCO 548 - Writer and Composer (3 units) (taught by Frank Ticheli) have been run simultaneously for many years with great success. Getting credit in one would be quite different from getting credit in another: The creative writers write words, the composers write music. But they collaborate on their projects and take the same lectures thereby learning about the other discipline while actively creating song, oratorio and opera material. Head believes that there are other course pairings which would benefit from this approach, and in fact it was brought up by Jim Moore in Engineering recently at one of the WASC meetings. Head has faculty members in both Thornton and Roski who also would like to create similar pairings.

Brian Head noticed that MUCO 548 was initially constructed to house both creative writing and music composition students. However, at some point the new structure with the simultaneous courses was adopted, which Head believes allows for more flexibility for both sides. He proposes that UCOC formally allow such collaborations.

ENGL 620 Literature and Interdisciplinary Studies (4, max 12) Issues and theory of studying literature in relation to history, science, politics, psychology, religion, sociology, media, the visual arts, and other disciplines.

MUCO 548 Writer and Composer (3, Sp) Structured collaboration among composers and poets.

Please Note: A slight variation of this topic was addressed at the November 2013 UCOC Meeting. The minutes record the following:

“...The question was posed: should the professor be allowed to teach the same title, two different prefixes, with two *different* unit values at the same time and location?”

UCOC members were supportive of the idea, noting various cooperative teaching arrangements that had been arranged in their own schools. They said that if the professor could demonstrate different expectations for students taking different unit values of the course, with syllabi showing how the contact hours and workload would vary for the two versions of the course, they were willing to allow this as an exception.

...

NOTE: Subsequent to the meeting, the chair was made aware that the Registrar’s current policy, or procedure, is to allow only one course (potentially with a cross-list) to be taught in one location at one time. The current policy and a proposed revision to this policy will be presented to UCOC for a formal vote at the next scheduled UCOC meeting.”

Discussion of this topic was postponed until February 2014 and then assigned to the Curricular Innovations Taskforce. No formal answer was given to this question.

December 3, Brian Head said that the issue was different from the topic first presented in November 2013. Teachers have been collaborating on teaching a music and writing course for years to great effect and awards. At the WASC meeting such collaboration was encouraged, but a fellow USC faculty member noted that it was not allowed, per policy. Head proposed that UCOC formally allow such collaborations on a case-by-case basis.

Robert Morley said that technically this was not a curriculum issue, but a scheduling issue. Members brought up the questions of the professor-load, evaluations, etc., but were in general support. Tom Cummings requested that Head write a recommendation to the Provost to be endorsed by UCOC and referred to in the future when school’s look for guidance in regard to this question.

February 4, Brian Head recommended that the following language be entered into the *Curriculum Handbook*:

“UCOC allows and encourages interdisciplinary cooperation in which two courses from different departments or schools are approved as independent with regard to syllabus, grading and department, but which nevertheless are conceived to work symbiotically with each other, even if their unit or pay structure is different. The two courses would address two distinct student populations which work together within the class.

Examples include ENGL 620 Literature and Interdisciplinary Studies (4, max 12) and MUCO 548 - Writer and Composer (3 units).”

UCOC members questioned the terms “allow” and “encourage,” but were generally in support of the described scenario. Judy Garner said that a current situation in which two school could not agree on unit load and revenue sharing would be solved by allowing two courses to be taught under two different prefixes. Head reminded UCOC that the scenario described by Garner, however, was not one that he had addressed. His statement addresses two courses, taught by two professors, to two populations in one location. The scenario that Garner describes deals with one professor teaching the

same content to two different populations for two different unit values, contact hours and workloads, and different tuition rates.

Questions arose in regard to faculty load, income distribution, tuition revenue, the Student Information System (SIS) and Registrar programmatically allowing the scheduling of two courses in the same location, communicating that this scenario is now allowed (and who “allows” it), etc. Members agreed that these types of arrangements would encourage the interdisciplinary work that is sought by the Provost.

Tom Cummings requested that Brian Head redraft the statement, and that it be written as recommendation from UCOC to the Provost, as the Provost would be the one to allow this arrangement ultimately and communicate it to the University community. Words like “UCOC allows” or “permits” should be avoided. Judy Garner said that she would help draft the scenario of one teacher, with expertise in multiple subjects, teaching a student population from multiple schools in one location for more than one unit value, and thereby, contact hours and workload.

POSTPONED, until next UCOC Meeting.

A. Curricular Improvements to Address

Have the issues that the UCOC taskforces identified last year been dealt with? For example, how is shared revenue identified across schools and how are faculty load issues dealt with for joint programs? What are the possible incentives to create programs? How do we better deal with affected sign-offs, schools focusing on a similar topic from a slightly different angle? How can the communication of UCOC decisions be improved? What forums already exist for best practices: online, partnering with other national and international schools, etc.? Can they be partnered with to address issues identified by UCOC as well? Etc.

DISCUSSED, Tom Cummings asked for UCOC to consider what has been done in the past year and what improvements, and follow through, should still happen. Judy Garner said that there was an expressed interest and general excitement at the possibilities in the initial interviews with schools, but there has been no follow through. Many times the professional schools are not invited into the conversation about undergraduate education, and they have great resources. Kristine Moe said that were a few promising leads in the fall semester, but it was not clear if it was up to her, the chair, or the Provost, to follow up to see if anything had, or could, develop from those initial conversations. Garner said that she needed to be assigned the task.

It was suggested that the Curriculum Coordination Office (CCO) website become more dynamic and serve as an internal promotion of unique, interdisciplinary programs. Robert Morley questioned using CCO resources for the creation of video content, highlighting curriculum innovations.

Garner suggested that syllabi be published, as a way for students to know the contents of a course they are considering and for other faculty to consider cross-listing with, or using as a part of their own program. Cummings acknowledged that other universities do this and that it may be something for USC to consider.

Cummings concluded that Mark Todd and he would meet to review what has been done this past year and to offer directives on what is next to accomplish, based on the findings of last year’s UCOC taskforces.

POSTPONED, until next UCOC Meeting.

III. NEW BUSINESS

A. Interdisciplinary Minors (Robin Romans, Associate Provost)

DISCUSSED, Robin Romans said that he would like to use the new General Education courses to be used to build interdisciplinary minors, built around the classics, and/or various themes, with a culminating experience of a capstone. He would like to present this minor from an interdisciplinary unit, such as the Academy for Polymathic Society.

UCOC members stated their support of the idea and welcomed Romans' submission of the new minor(s). Currently there is no policy against the new General Education (GE) courses being allowed to be used in a minor. Brian Head and Kristine Moe said that there were at least two minors that had already been approved with a new GE course included. Geoff Shiflett said that it would be better for the minor to be submitted through an existing department.

B. Cross-listing Courses (Mark Todd, Associate Provost)

DISCUSSED, Mark Todd explained that there is confusion at the University in regard to cross-listed courses. The word "cross-list" is used by faculty to describe a variety of collaborative teaching opportunities. Faculty feel that they are not allowed to offer them. UCOC has expressed support. Deans say they know that collaborative teaching is allowed. Provost Michael Quick would like to distribute a memo clarifying the topic.

UCOC members agreed that a memo should be distributed clarifying the various collaborative opportunities: cross-listing, two courses co-taught, one course co-taught, one course taught by a professor with joint appointment to a variety of student populations. Members felt that Brian Head's and Judy Garner's recommendation could be used to draft this memo. Mark Todd said that this memo needed to be distributed in the near future, before the next UCOC meeting.

Questions arose in regard to procedure for allowing these types of collaborative courses to transpire. Two new courses could be submitted via the Curriculum Management System (CMS) as a pair that would be taught together. How would two existing courses opt to become a co-taught course? Is an approval process needed to allow this? Robert Morley said that there would also need to be a programmatic adjustment on the Scheduling end to allow two classes to meet in the same location at the same time. There were no conclusions to these questions by the end of the meeting.

Mark Todd said that he would draft a memo for Michael Quick to distribute about the various opportunities for collaborative teaching. Todd would reach out to Robert Morley for his feedback. Tom Cummings asked that the draft be distributed to UCOC for members' approval via email before it is recommended to the Provost.

C. Twenty-four Unit Residency Requirement, Current Policy for All Doctorates

The online EdD, Organizational Change and Leadership, was approved for fall 2014 implementation with no residential units required. Per the *Curriculum Handbook*, Appendix O: Guidelines for New Professional Doctorate Programs, 24 units should be completed in residence:

Appendix O: Guidelines for New Professional Doctorate Programs

- Doctoral students should be part of an ‘on campus’ cohort of scholars for some period of time and thus a minimum of 24 units applicable toward the doctoral degree, exclusive of 794 Doctoral Dissertation, must be completed while the student is in residence on the University Park and/or Health Sciences campuses.
- Course work that will be counted toward the professional doctorate degree may not be applied toward another graduate degree as well unless as part of a formally recognized and approved dual degree program (such as the Pharm.D./Ph.D. in Pharmaceutical Sciences program).
- If a new professional doctoral program will have a significant on-line component then the on-line component should be reviewed using the same process applied to all USC programs which use on-line course delivery.

Per the 2014-15 USC Catalogue: <http://catalogue.usc.edu/graduate-2/grad-req/>:

Residence Requirements

A minimum of 20 graduate units at USC is required for the master’s degree; 24 units for the doctoral degree.

Residence for a graduate degree program at USC is a period of intensive study completed on the University Park Campus, the Health Sciences Campus and/or at one of the approved off-campus study centers. Each degree-conferring unit may establish a school residence policy. School residence requirements as presented in the *USC Catalogue* are approved by the University Committee on Curriculum and are to be interpreted consistent with university policies on continuous enrollment, leaves of absence, transfer of credit and time limits for completion of graduate degrees. Individual exceptions must be approved by the vice provost for graduate programs.

Another department is interested in following the EdD lead in offering an online professional doctorate, with no USC residence requirements. Should this published rule stand, or be changed for the professional doctorate?

(Please note the “minimum of 20 graduate units at USC is required for the master’s degree” published in the 2014-15 USC Catalogue. Online master’s programs have been approved that do not follow the stated residence requirement.)

POSTPONED, until next UCOC Meeting.

D. International Programs and Partnerships: New Guidelines Needed

POSTPONED, until next UCOC Meeting.

IV. INFORMATION ITEMS

A. GE February 2015 Memo

- *Attachment: New GE Memo_February 24 2015*

Members present

Steven Bucher
Thomas Cummings (Chair)
Brian Head
Kristine Moe (Support Staff)
Robert Morley
Geoffrey Shiflett
Mark Todd

Members absent

Diane Badame
Gene Bickers
Judy Garner
Susan Metros

Guests

Robin Romans