

UNIVERSITY COMMITTEE ON CURRICULUM (UCOC)

MINUTES

January 13, 2016

2:00-3:30 pm

****ACC 312****

I. UCOC December 2015 Minutes

- Attachment: UCOC December 2015 Minutes

→APPROVED

II. NEW BUSINESS

A. Certificate in U.S. Legal Studies

The Certificate in U.S. Legal Studies was deliberated by the Provost's Office, Anthony Bailey, and Law School representatives. The Provost's Office had concerns about the foreign students having the expected language proficiency; they requested that two 200-level American Language Institute (ALI) courses be required.

The certificate requires 16 units of 500-level courses, which is sufficient. However, the introduction of 200-level ALI courses (for foreign language instruction) goes against the rules stated on page 37 of the *Curriculum Handbook*:

UNIVERSITY CERTIFICATES

A certificate program is an educational program that brings together an identified body of knowledge or level of expertise to accomplish particular educational objectives. Certificate programs are only allowed at the graduate level (except for the Food Industry Management program—the sole UG certificate). All university certificate programs are reviewed by UCOC. They must offer regular, for-credit courses that have been approved by UCOC. Departmental certificates are not allowed. See Appendix G, “University Certificate Programs.”

- A minimum of 12 units is required.
- For certificates of 16 units or fewer, all must be at the 500 level and all must be taken at USC.
- If there are more than 16 units, **not more than 25% of the course work may be at the 400 level**, nor earned through transfer credits.
- A minimum cumulative GPA of 3.0 is required for the Certificate.

...

The Social Sciences Subcommittee (SSS) is not opposed to this certificate. However, is an edit of “400-level” to “undergraduate” required to the above policy, or should the graduate certificate catalogue copy note that the inclusion of the 200-level courses is an exception to this graduate certificate rule?

→**DECIDED**, UCOG members said that the graduate certificate rule should not be changed. The American Language Institute (ALI) should assess English language skills proficiency. Students who do not meet the standard should be directed into the appropriate 200-level courses. The 200-level courses should not apply to the certificate itself. The catalogue copy for the certificate should be written to reflect this. The graduate certificate policy need not be altered to include 200-level courses.

B. Remove Dance Technique Course Limitation from USC Catalogue

Representatives of the Glorya Kaufman School state that the following policy no longer makes sense given that USC now has a formal dance school and that students pursuing the Dance minor alone are completing up to six units of the dance technique courses.

They request that the language limiting dance technique courses be removed from the *2016-17 USC Catalogue*:

Undergraduate Education → Requirements for Graduation: → Unit Requirement:

Unit Requirement

Students are required to take a minimum of 128 baccalaureate units at the undergraduate level (of which not more than four units may be physical education units). A student may earn a maximum of 16 units for individual instruction in music at the 101/201/301 levels and comparable transfer courses. **No more than 8 units of dance technique courses ([DANC 181a](#), [DANC 181b](#) through [DANC 189a](#), [DANC 189b](#) and comparable transfer courses) may be applicable toward an undergraduate degree.** Of the 128 units minimum at least 32 units must be upper division course work. Students must also complete all upper division course work in the major at USC. The university will not deviate from the minimum unit requirements stated above or the additional unit-specific requirements. Some disciplines require more than the minimum requirements. Check individual department listings for specific requirements.

Unit credit indicates the number of semester units earned in the course; these units may or may not be applicable to the degree. Degree credit indicates the units are applicable to the degree.

→**APPROVED**, Brian Head supported the removal of the dance technique language from the USC Catalogue. There is no such language limiting music technique courses. It is an archaic reference that should be removed. UCOG members agreed.

III. OLD BUSINESS

A. Final Examination Policy

The following questions about the final exam policy have arisen in the past month:

1. “For (a) undergrads and (b) grads, can a final exam or final assignment be due on the 15th week of class? If yes, is the expectation that the class will still meet during exam week? And if so, are there

any parameters on the types of activities that can take place in that class meeting during exam week?”

2. “... is it ok not to give a final examination at all? You cannot reschedule it, or substitute an exam given the last day of class, but do you need to have a final exam? This comes up when we orient our new faculty. We’ve been telling them that it is not ok to teach an undergraduate course and not have a final exam, and that they have to meet their students at the appointed final exam time. But this policy is silent about whether a final exam is even necessary. Can a final be skipped entirely?”

The Curriculum Coordination Office (CCO) has followed the unwritten rule that has been passed down over time: Undergraduate courses need to have a final (paper, exam, presentation, etc.) on the University-scheduled final exam day and time. Graduate courses may have the final on the scheduled final exam day and time, or week 15 (the last scheduled class). All courses must have some sort of final: exam, paper, presentation, project, etc.

This rule however is nowhere explicitly stated. It is only implied by the omission in Appendix N of the Curriculum Handbook: “Undergraduate courses have a final exam given or project due on the scheduled date of the final exam.”

The above, unwritten rule came under the Registrar’s scrutiny when dealing with an exception to final exam time and date. Registrar Frank Chang said that graduate courses need to follow the same formula as undergraduates, otherwise contact hours are low.

Per Chang:

“Department of Education regulations say that all students (graduate students included) must have instructional contact through the end of the semester as defined on the Academic Calendar page (<http://academics.usc.edu>). If graduate students do not meet with the professor during finals week, the semester is cut one week short, which violates our academic calendar commitment.”

For UCOG’s consideration and discussion.

DISCUSSED, December 10, UCOG members agreed that in general professors know that there are to be fifteen weeks of instruction, with an exam, or final summative experience, due on the scheduled final exam date and time.

Kristine Moe mentioned that the issue was driven by Financial Aid concerns. Chair Tom Cummings said that the issue was important not because of Financial Aid concerns, but because professors do not want to short change students on contact time.

Questions arose: Should a mid-term then not considered “instruction time”? What about summer, half-semester, and online courses that do not have a university scheduled final exam? If the final is a paper, may it be handed in before the time of the scheduled final exam? If the final is a paper, must student and instructor meet during the scheduled final exam time? And—should a final or summative experience, be required of every class?

Robin Romans said that all that the Department of Education requires is that the University has, and follows, a consistent policy.

In regard to point 1, Chair Tom Cummings asked that language be drafted by Robert Morley to clarify the requirements of both undergraduate and graduate courses, in terms of instruction time and final exams, for review and vote by UCOG members in January.

For January 13, A comprehensive Final Examination Policy is submitted by Associate Registrar Robert Morley for UCOC review.

- Attachment: Final Examination Policy_January 13 2016

In regard to point 2, UCOC members generally questioned why the University should dictate if an exam or summative experience is required of a course or not. Moe said that she would review the *Curriculum Handbook* and highlight the current language in regard to final examinations and/or summative experiences for UCOC Members review and consideration at the next UCOC meeting.

For January 13, The following attached document notes instances where “final examinations” in relation to courses are specifically addressed in the *Curriculum Handbook* and the *2015-16 USC Catalogue*. The document is intended only as a reference for UCOC review and consideration as to whether the University should dictate if an exam or summative experience is required of a course or not.

- Attachment: Instances of “Final Exam” in Curriculum Handbook and USC Catalogue

DISCUSSED, UCOC members reviewed the Final Examination Policy submitted by Robert Morley. Financial Aid representative Megan Chan presented the requirements of the Department of Education in regard to semester contact hours. She clarified that for a standard 001 session (used most commonly at the University of Southern California (USC) during the fall and spring semesters) the Department of Education requires fifteen weeks of classes (weekly contact time) and a final, summative experience on the scheduled final exam day and time. The adherence to this formula for the standard 001 session is especially important in determining the percentage of money not used by a student who withdraws from a course. If a student is incorrectly scheduled in a 001 session, and the course ends on week 15, or earlier, the student will be granted aid for time that s/he was not in the classroom, and USC may be assessed penalties.

The question arose, addressing Point 2: must a final exam be assigned? UCOC members did not feel it was appropriate to say that a professor must have a final exam, presentation, paper, etc. for a course. However, if the standard 001 session is assigned to a course, that course is required to have a final summative experience (whatever that may be) on the scheduled final exam date and time.

Courses not adhering to the 15 week, with the scheduled final exam date and time, standard should not be assigned the 001 session code. This applies to summer, online, and other alternate length courses. Final papers, exams, summative experiences, etc. may be administered on the final class meeting; however, the session code assigned must specify the appropriate contact hours, which are consistent with the course units.

UCOC members agreed that only the standard 001 session should be addressed in the USC Catalogue, the Schedule of Classes and the Memo distributed in the fall and spring semester by Registrar Frank Chang. Other sessions are too variable to address with one standard policy.

UCOC members supported the recommendation that a policy reminder, and the reasons behind it, should be distributed to the school deans from the Provost. They also encouraged the members of the Committee on Academic Policy and Procedure (CAPP) to detail the policy and procedure for dealing with exceptions to the final exam policy. They requested that CAPP members consider having one policy for review to the exceptions for both Undergraduate and Graduate courses. In general, members believed that dean of the school was the most appropriate to review a final examination exception request.

In addition, UCOC Member Brian Head requested that the details of when the student should address the instructor if s/he notes a conflict of exams be noted in the newly drafted Final Examination Policy. Kristine Moe said that she would draft a revision including the policy and procedure, detailed on the Schedule of Classes, for both CAPP and UCOC further review.

IV. INFORMATION ITEMS

A. UCOC Outreach Update

Kristine Moe and Brian Head reported that of the four outreach meetings at the University Park Campus in mid-December, there was a general satisfaction with the new curriculum management system Curriculog and a general dissatisfaction with the General Education (GE) submission and review process. Units complained of the lack of transparency and communication as to what had been received, reviewed and approved.

Moe asked if international collaborations with other universities were still to be encouraged. A unit at Health Sciences Campus had expressed interest and requested contact information. However, last year the question of dual degree versus joint degree, in addition to other questions regarding international partnership programs, had not been fully resolved. Robert Morley said that international programs would be a topic for next month's UCOC meeting.

B. Curriculum and Catalogue Management System Status

Kristine Moe reported that there had been a delay in the final integration of Curriculog data to SIS CATALOG. The final piece of the project was supposed to have followed the implementation of the curriculum and catalogue management systems (Curriculog and Acalog) in mid-October. However, testing is happening currently and expected to be finalized in the following week.

Robert Morley said that the delays are pushing against scheduling deadlines and compounding with a currently understaffed Curriculum Coordination Office.

Noted by Chair Tom Cummings and acknowledged by Moe: these are one-off issues related to system implementation and should not be an issue in the near future.

C. Tutorials FREN 012, FREN 015 and ITAL 012 (Brian Head, Arts and Humanities Subcommittee Chair)

Brian Head would like for UCOC members to consider the merit of tutorials. Is it okay to expect students to enroll in and pay for a tutorial course for no major or degree credit when they are struggling with the content of the main course?

DECEMBER, UCOC members reviewed the French and Italian tutorials. Concern was expressed that students be forced into an additional two-unit course at significant cost, three weeks into the semester, when students realize they are falling behind. Members felt that the course content should be covered in such a way that this tutorial is not needed. Alternately, if support is needed, does the school not offering tutoring? And/or, wouldn't an outside tutoring service be more cost-effective?

UCOC member requested that Kristine Moe research how many of these tutorials already exist at the

University. Are students required to take the course from the beginning, or when they are deemed not to be progressing to the professor's, liking? Or is this a student election? UCOC asked Moe to gather the details by the next UCOC meeting on January 13, 2016.

Prior to UCOC January Meeting, AHS Chair Brian Head approved the French and Italian tutorials prior to the January UCOC meeting, due to the department's explanation and urgency to offer the tutorials in the spring. Dornsife's Curriculum Dean Jane Cody said that the tutorials would be reviewed, evaluated and adjusted, if necessary, after the initial spring offering.

D. GE Memos – New GE Designation to be Added to Existing and New Courses

- *Attachment:*
 - o *UCOC GE Memo, January 8 2016*

Members present

Steven Bucher
Thomas Cummings (Chair)
Brian Head
Susan Metros
Kristine Moe (Support Staff)
Robert Morley
Robin Romans
Geoffrey Shiflett

Members absent

Diane Badame
Judy Garner

Guests

Megan Chan