Members Present: Susan Wiediger (chair), Zenia Agustin, Lenora Anop, Denise Cobb, Riza Demirer, Mary Ettling, Eva Ferguson, Anne Flaherty, Ryan Fries, Kay Gaehle, Bryan Jack, Stacie Kirk, Greg Littmann, Yvonne Mitkos, Laura Strom, Melissa Thomeczek, Cheryle Tucker, and E. Duff Wrobbel

Guests: Christopher Bulock, Tom Fowler, Gary Giamartino, John Navin, Anne Powell, and Susan Yager

1. Minutes Approved: Minutes from January 31 meeting were approved with no changes. Minutes from the February 28 were approved with changes.

2. Announcements:
   a. Policies 1F1 and 1K4 will be up for vote at the April Faculty Senate meeting

3. Program Reviews
   a. Computer Management and Information Systems:
      i. Chris Bulock reported that the internal review found the program in good standing.
      ii. Bulock discussed (1) issues with meeting technology management needs from outside the department (2) increasing job placement rates, (3) student confusion or dissatisfaction with the technology/business balance in the degree program, and (4) the newly redesigned Senior Research Assignment (SRA).
      iii. Susan Yager and Anne Powell acknowledged the committee for their review and further discussed the technology issues and necessary server maintenance. They provided an overview of the SRA changes and discussed the improved awareness of how the program is perceived by prospective students. They also highlighted specific changes to make elective courses available each semester.
      iv. The Dean concurred with the comments and later discussed how increasing enrollments may impact the business core as the courses span several disciplines.
   b. Economics & Finance (including CAS Economics)
      i. Tom Fowler acknowledged the internal review committee. He reported that the internal review finds the program in good standing.
      ii. Fowler cited high scores on national field exams, evidence of seven benchmarks being met, and positive student comments regarding the level of rigor and overall program satisfaction. He also noted improvements to better coordinate courses and create less overlap in content as improved from the last review.
      iii. John Navin identified drop in enrollments due to the economy and highlighted the opportunity to garner feedback from individual students at poster sessions as an
example of improved program assessment. He noted the value of meeting individually with graduating students as an informal, but powerful, means of assessment.

iv. The committee posted questions about the differences between the CAS and School of Business programs, the finding that students were underutilized in research, and overall enrollment picture for both programs.

v. The Faculty Senate Curriculum Council finds the programs in good standing with enrollment sustainable at the current level and completion data as satisfactory.

c. Construction Management
Continued from the 28 February meeting, the council found the Construction Management program in good standing and also identified enrollment sustainable at the current level and completion data as satisfactory.

4. Business
a. The committee reviewed a form 94 for SPC 103 at the request of the Office of the Provost. The committee discussed whether the group could support offering online courses in a skills course. Duff Wrobbel spoke about how the course objectives were to be met in the online format. The committee approved the form 94 (motion by Thomeczek, 2nd by Ettling).

b. Sue Wiediger discussed the pending business and asked about the possibility of additional meeting during spring 2013. The group agreed that Fridays may be possible and Sue will create and send a poll to secure extra meeting dates.

5. Reports
a. Standing Committees
   i. Undergraduate Programs Committee – Eva Ferguson provided the attached reported.

   ii. Undergraduate Courses Committee – The committee is working through a number of items and will provide an update at the next meeting.

   iii. General Education Committee - Anne Flaherty provided the attached report and highlighted the change for N489 to be designated as a health experience.

   iv. Academic Standards and Policies Committee – The committee has almost completed the standard syllabi expectations document and will post to SharePoint as soon as possible.

   v. Assessment Committee – The committee is considering a standard assessment rubric to streamline the process help departments meet the requirements of a formal assessment plan

   vi. Graduation Appeals Committee - no report

b. Additional Reports
   i. Enrollment Management – no report

   ii. Registrar – no report

   iii. Educational Outreach – no report

   iv. Academic Advising – no report
v. **Instructional Services** - Instructional Services is part of a task force that is considering how to extend the work of the Summer Bridge Program.

6. **Unfinished Business**  
   a. Possible need for Curriculum Council Chair and Standing Committee Chairs.

7. **New Business**  
   a. Tabled

8. **Adjourn**  
   Adjourn at 5:10 pm
Memo
To: Curriculum Council
From: Anne Flaherty, Chair- General Education Committee
Date: March 21, 2013
Re: General Education Committee business

School of Nursing decisions:
- N 489 (Nursing Senior Assignment)- Health Experience (approved 10/17/2012)
- N 240 (Pathophysiology)- Life Science Intellectual Area (approved 11/14/2012)

March 15th meeting
Student Appeal:
A student who had two full semester long courses of foreign language at another institution (3 credit hours each) was approved as having met the Foreign Language component of general education requirements

Form 90s approved:
- CAS 12-114 and CAS 12-115: SOC 310 and WMST 310 (cross listed course)- DSS, BSS
- CAS 12-144: ANTH 303- BICS, DSS, EUSC, GR
- CAS 12-146: ANTH 359- DSS, EGC, II
- CAS 12-153: ANTH 302- DSS, EGC, IC
- CAS 12-159: ANTH 404- EGC, IC
- CAS 12-160: ANTH 408- BHUM, DSS
- CAS 12-163: ANTH 420- BICS, DSS, EUSC, IGR

New Freshmen Seminar:
- CJ 111 approved
- STAT 107 approved
Report to UPC members for March 21st Meeting

Memo To: CC for March 21st Meeting  
Date: 3-20-13  
From: UPC Chair, E. D. Ferguson  
Re: Recommendations for Approval of Health Education ‘bundle’ at March 21st meeting

We had a very large ‘bundle’ from Health Education, in School of Education, that we began to process in Fall semester 2012. Final evaluation comments were sent to the UPC Chair in early 2013. In February, the UPC Chair wrote to the program director, Nicole Klein, with concerns raised by members of UPC. Replies came slowly from Health Education, because the director (Nicole Klein) was on sabbatical leave and another faculty member (Dayna Henry) was handling the correspondence but was not sure about the procedure. By the end of February she sent 15 attachments that represented replies addressing the UPC concerns.

UPC is satisfied that the UPC concerns at last were addressed by Health Education. UPC recommends approval of the Health Education ‘bundle’ in such a way that the replacement courses sent to UPC at end of February 2013 are used in the new program and that all modifications sent the end of February be incorporated into the new Health Education program.

The descriptions of the new attachments are included here along with the original ‘bundle’ sent to UPC in Fall semester 2012.

UPC recommends approval of the Health Education ‘bundle’ as modified by attachments sent to Vicki Kruse and as described below,

E. D. Ferguson, 3-20-13.

<table>
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<tr>
<th>SOE</th>
<th>12-818</th>
<th>91A</th>
<th>10/15/2012</th>
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Concerns sent to Health Education by UPC chairperson in early February:

“Please send me your comments on each item clearly marked for the separate replies.

1. For SOE-12-821 (Form 90B, HED 380, Drugs and other Mood modifiers), on the top of page 2 the text is unreadable (top cut off) in the copies we received. Please send p. 2 again.

2. Various member of UPC noted that SOE-12-824 has inconsistency in the way the title is stated. The following are examples of identified inconsistencies:

   "On p.7 of Form 91A under II 1 c Form 91A refers to “HED 240 Applied Human Nutrition (syllabus attached)” and later, under Health Education courses listed, HED 240 is called “Introduction to Applied Human Nutrition” and in another place, when courses are listed by semesters, HED 240 is listed as “Intro to Human Nutrition.” Under the description of Health Education for Minors, HED 240 is described as “Introduction to Applied Human Nutrition.

   On the Form 90A SOE-12-824 itself, the course title is called “Introduction to Human Nutrition.”

   Please send a document, with examples of changes made, that shows clearly the use of only one title throughout all documents regarding HED 240.

   That is the kind of clerical checking that UPC would like all departments and Schools to make prior to sending documents (Form 91s, 90s, 92s) to the Curriculum Council.

   I trust you'll correct all the places where reference to HED 240 is mentioned so that there is one consistent title, and that you'll send me an attachment containing the corrected pages.

   There may be additional pages in which the inconsistent title appears (we sought to identify a few pages as example), so please scan and proofread ALL pages that were submitted regarding this course in the Health Education 'bundle.'

3. SOE 12-827 (Form 90C), the title is changed from "Principles and Foundations of Health Education" to "Foundations of Health Promotion and Education.”

   UPC needs a justification for this title change. The course seems to fit better with the old title, so please send a justification for the title change.

4. SOE 12-883 (Form 90C, HED 479, Sexuality Education) needs justification especially in terms of how the material for that course covers different material than is covered in HED 210 (Sexual Health).

5. SOE 12-879 (Form 90C, HED 450, Grant Writing in Health Education) seems to require a
renumbering for HED 450, since HED 490 and 491 seem to be prerequisites for HED 450. Reconciling and justification are needed concerning the higher numbers being prerequisite for the lower numbered course, with renumbering of all affected courses possibly being needed. There is the additional question, why Senior projects (490 and 491) are prerequisites for HED 450.

Please send the documents requested by UPC. “

B. Summary of replies by Health Education sent to the UPC chairperson in late February 2013:

1. The form 90B for HED 380 originally sent to our SOE Academic Affairs committee is attached, as requested.

2. We apologize for the oversight with this title. It reflects our own discussion about what to title the course. We were only able to find one instance of the use of the word “applied”. The title “Intro to human nutrition” is the course short title as indicated on form 90A, which is why it was used in the catalog. However, after discussing this matter further, we have decided to use the title: Introduction to Applied Nutrition. The following forms have been revised to reflect this change. I have used track changes and highlighted the changes in the attached forms:

   Cover Page for Batch 1 and Batch 2 of HED Program Change Paperwork
   90A HED 240
   HED 240 Syllabus
   90B HED 360
   NEW catalog description
   TRACKED changes catalog description
   Program Change Justifications

   As per your request, I have also created a document that includes examples of the changes made to the title of the course. It is attached and entitled: Example of Changes to title for HED 240…

3. The field of Health Education has broadened in the past decade to deliberately include “health promotion”, a focus on macro-level interventions, specifically policy, environmental and legal issues and their effect on health. Our current course title does not reflect the focus on “health promotion”. Changing the name of the course to Foundations of Health Promotion and Education will allow us to follow the current practices in the profession. The textbook used for this and similar courses at other institutions include the term “Health Promotion”:


   In the interest of keeping the title concise, given that in discussing the foundations of a field one would include its principles, we removed the term principles in favor of adding “Health Promotion”.

4. The distinction for the two courses was made at the time HED 210 was added to our curriculum in fall 2012. Therefore, I have included the explanation that was sent along with the 90A for HED 210:

   The Health Education program focuses on teaching core health content areas coupled with health education skills classes to adequately prepare our graduates to work in the field of health education. There are various core health topics that must be covered in health education programs as indicated by Healthy People 2020. Among these topics, various issues relate specifically to sexual health. These include family planning, sexually transmitted infections including HIV, health across the lifespan, and lesbian, gay, bisexual, and transgender health. The attached proposed syllabus for HED 210 indicates these topics would be covered in the proposed class.

   In our current program we offer a skills course related to how to teach about sexuality: HED 470 Sexuality Education. This course prepares students who already have the content knowledge related to sexuality to formally teach about sexuality.
The Health Education program does not currently offer any content courses related to sexual health. This new course would provide students with an in-house option for obtaining content knowledge in preparation for more advanced courses related to teaching about sexuality. Therefore, HED 210 is the content course which introduces students to the topic of sexual health. We occasionally have students who plan to teach about sexuality in a classroom or community setting. This task requires sexuality content knowledge provided by HED 210 as well as principles of pedagogy specifically related to teaching a sensitive topic such as sexuality. HED 470 discusses HOW to teach about sexuality as well as reviews the controversy surrounding the history of sexuality education in the U.S. It prepares students to address the politics, curriculum selection, and implementation of sexuality education in various settings.

5. Due to the question raised about higher number courses being pre-requisites for lower number courses, I have submitted revised forms for the course HED 450. Please find attached the 90B for HED 450, and form 90A for HED 495, the new course number for Grant Writing in Health Education. Please also find attached a justification for this modification and for the questions posed by UPC in the e-mail. “

C. Form 90B Kinesiology and Health Education (HED) 380 titled Drugs and Other Mood Modifiers, 3 credit hours. This has been sent to Vicki Kruse in the Senate Office. Rationale for discontinuing course is stated “Course is being replaced with HED 220 Drug Use and Abuse (see form 90A). The new class is a more introductory level course that will be open to all SIUE students. “

D. 240 -3- Introduction to Applied Nutrition – [EH] “Primary roles of major nutrients in human body functions. Relationships between these nutrients and health outcomes/conditions including diabetes, cardiovascular diseases, cancer, osteoporosis and obesity. “ The full attachment was sent to Vicki Kruse.

E. Summary of Proposed Program Changes* (see attached justifications). A cover page described the program modifications. This was sent to Vicki Kruse.

F. Form 90A HED 240 Introduction to Applied Nutrition, 3 credit hours. “This course will also serve as a general education requirement in health (an EH designation). It will address the physiological and social health components of health as required by the “Designation of Courses and Activities to be Considered as Satisfying the Health Experience”.

G. HED 240 Introduction to Applied Nutrition - Syllabus for Fall 2013. Copy of Syllabus was sent to Vicki Kruse.

H. Form 90B HED 360 Nutrition, Exercise, and Weight Control, 3 credit hours. “Course is being replaced with HED 240 Introduction to Applied Nutrition (see form 90A). The new class is a more introductory level course that will be open to all SIUE students.” This was sent to Vicki Kruse.

I. New catalog description. This was sent to Vicki Kruse.

J. Tracked changes in catalog description. This was sent to Vicki Kruse.

K. Summary of Program change justifications. This was sent to Vicki Kruse.

L. Form 90B HED 450 Grant Writing in Health Education, 3 credit hours. “This course is being renumbered to reflect new pre-requisites with higher numbered courses (HED 490/491). See form 90A for HED 495 Grant Writing in Health Education.” This was sent to Vicki Kruse.

M. Form 90A HED 495 Grant Writing in Health Education, 3 credit hours. “Practical application in the development of a grant for a social service agency or school. Strategies for exploring funding, collaboration, and preparation of quality proposals. “ This was sent to Vicki Kruse.

N. Syllabus for HED 496. This was sent to Vicki Kruse.

O. A page called Justification for HED 495 Grant Writing in Health Education. This was sent to Vicki Kruse.