

University Curriculum Committee

Minutes | March 18, 2021 | 3:00 PM | via Zoom

APPROVED April 8, 2021 by UCC

Attendees: Grant Corser, Katie Englert, Artis Grady, Kenneth Hall, Douglas Ipson, Joel Judd, Katya Konkle, Nelliya Romero, James Sage, Glen Sagers, Hussein Samha, Brian Swanson, Kristin Wiggins

Not Present: Kelly Stephens

Guests: Keith Bradshaw, Shawn Christiansen, Jason Kaiser, David Maxwell, Erich Mueller, Matthew Roberts, Jamie Spinney

- I. Approval of prior meeting minutes (January 28, 2021)
 - A. **Accepted by consensus**
- II. Curriculum Proposals
 - A. College of Performing & Visual Arts
 1. New Course
 - a) THEA 1813 - Design Analysis
 2. New Program
 - a) Commercial Music (BM)
 3. Voting
 - a) Motion to approve all PVA curriculum items: Brian Swanson
 - b) Second: Grant Corser
 - c) Discussion:
 - i. THEA 1813 is a new course that has to do with the BA/BS and Minor Theatre program modifications that will be considered at the April 8 UCC meeting.
 - ii. BM in Commercial Music is a professional degree; students have been interested in this degree for some time now. UVU, Snow, U of U, and USU have similar programs, but this will be only degree of its type between Provo & Vegas.
 - a. This degree would be a feeder program into the Master of Music in Music Technology and includes 9 credits of Bridge courses.
 - b. The undergraduate faculty are working with MMTT faculty in curriculum development, and the department will be hiring a new position to work in both the undergraduate and graduate programs, who will develop the new curriculum for degree.
 - c. This program will need NASM approval before the proposed implementation in Fall 2022.
 - d) **Approved by majority vote** (1 abstention)
 - B. College of Sciences
 1. New Programs
 - a) Environmental Science (BS)
 - b) Environmental Studies (BA)
 - c) Geospatial Science (BS)
 2. Voting
 - a) Motion to approve to all new programs: Grant Corser
 - b) Second: Glen Sagers
 - c) Discussion:

- i. The BS in Environmental Science and BA in Environmental Studies programs are meant to bridge the gap between geosciences, biology, and humanities courses that are all the core part of environmental science careers and are meant to better prepare students for a fast-growing career field.
 - a. Faculty have researched comparable regional and national programs; environmental science is becoming more and more prominent. SUU needs to compete with other universities offering these degrees. The BS is comparable to Weber's program, and the BA mimics the BS at USU. There are corollaries at NAU and Dixie will be proposing these programs.
 - b. Faculty selected coursework to fit within current offerings at SUU in order to be resource neutral.
 - c. The BS will be heavier on physical/biological sciences but is still a very interdisciplinary program. Flexibility has been built in on purpose so there's inroads to the program and there aren't many roadblocks to graduation. Faculty are also looking into developing specific advising tracks for students with specific career goals in mind.
 - d. The BS in Environmental Science has 45 core credits, with 30 credits in a broad range of fields which would still "feed into" the degree.
 - I. Provost doesn't want major requirements to exceed 60 credits (unless required by accreditation), but the BS is 79 credits on top of 30 GE credits. Provost would like these programs to look at the curriculum and see if they can pull back on some credits.
 - e. [Q: We currently have General Studies and BIS programs where students could assemble similar programs of study; why would/should students complete these degrees?](#) (A: These programs mimic those degrees on paper, but the name and matching what other universities are proposing is their particular strength. Many job postings require these specific degrees or a background in geosciences.)
 - f. [Q: If these are multi/interdisciplinary degrees, what's the conversation around a culminating experience or capstone?](#) (A: Students will be required to do a senior research project. The department may need to create a new course in the future to be more specific to Environmental Science/Studies. Students can also take a geography/GIS capstone, or substitute a biology/chemistry capstone project.)
 - g. [Q: The BA core has been reduced by 15 credits in addition to requiring 16 credits of a foreign language. Why is it just a BA versus a BA/BS option?](#) (A: The biggest distinction between the BA and BS is the calculus requirement. BA students will choose careers that don't rely heavily on science, but are more focused on policy or law, etc. BS students will better prepare students for a job like hydrologist, environmental biologist, etc.)
 - h. [Q: In the BS course map, some semesters are 18 credits vs 13 credits. Will students have issues getting through this program in time?](#) (A: The degree map is pretty general, and the committee is going to start developing additional degree maps toward more specific fields.)
 - i. [Q: Why weren't the budget sections completed in the R401s?](#) (A: We made sure to keep these proposals cost-neutral. We're not changing anything about the courses included in this proposal.)
 - j. [Q: What do your future plans look like for developing discipline-specific courses?](#) (A: Many of the existing programs on campus already have

environmental elements, but the department would like to see an intro GE course to filter students into the programs.)

k. Q: In the second year on the degree programs there are a lot of upper-division courses, and USHE doesn't want to see those in that year because they're concerned about transfer students from two-year institutions. Has there been any considering for renumbering any of these courses? There doesn't seem to be many 2000-level courses. (A: That's a very good point. It's a reflection of our current curriculum, which jumps from 1000-level to 3000-level. It's an item to address in the future.)

ii. The BS in Geospatial Science has been in the making for a while, and many students have integrated into the GIS certificate into other degrees, such as the BIS. This degree would be a natural place to incorporate the GIS certificate into a specific major. We've been pushing students to U of U or USU because we don't have the program they want. This would be a dual-advised program between faculty and professional advisors.

a. Our GIS students are incredibly well prepared with just the certificate, but we want to them to be able to get into higher-level jobs with a bachelor's degree.

b. Many different areas are incorporated into major electives, such as aviation. Students could discover this major after starting in other areas and still complete the degree. It also allows for completion of other minors or certificates.

d) Approved unanimously

C. College of Education & Human Development

1. New Courses

- a) SW 2100 - Human Behavior in the Social Environment
- b) SW 3350 - Values and Ethics in Social Work
- c) SW 3370 - Diverse Individuals and Families in Societal Contexts
- d) SW 3600 - Research Methods in Social Work
- e) SW 4100 - Social Work Practice 1: Individuals and Families
- f) SW 4200 - Social Work Practice 2: Groups
- g) SW 4300 - Social Work Practice 3: Communities and Organizations
- h) SW 4500 - Family Law and Public Policy
- i) SW 4891 - Beginning Field Practicum
- j) SW 4892 - Advanced Field Practicum

2. New Program

- a) Bachelor of Social Work (BSW) (resubmit)

3. Voting

- a) Motion to approve all curriculum proposals from COEHD: Grant Corser
- b) Second: Brian Swanson
- c) Discussion:
 - i. Many students are interested in social work at bachelor's level or earning a master of social work; RNL ranks student demand as high. FLHD is similar to social work and the department already has half the courses already, as well as social worker faculty. Rural areas need social workers, particularly in Utah.
 - ii. In the first submission, there were courses in other departments in the curriculum list and there were concerns about resources and demand. After speaking with those department chairs, it was decided that it was better to omit those courses even though those departments are supportive of the degree. In the interests of students graduating within 120 credits with 40 credits of upper-

division, students will be advised to take courses in PSY, SOC, FLHD, etc., to fill their electives.

- iii. **Q: Any plans to develop an MSW eventually?** (A: For MSW accreditation, we need a minimum 3 faculty and will need to finish at least one accreditation cycle for the BSW. The MSW will require 6 faculty total over a period of growth. We will need to grow the BSW before we can propose the MSW.)
- iv. **Q: Could some of the upper-division courses, such as SW 4100, be at the 2000-level in order to have students be able to take it earlier with what USHE wants?** (A: Some of these courses are crosslisted with FLHD courses, which is why they're at upper-division level. Shawn will look at the numbers and see how it works out in the course map. However, some of these upper-division courses should philosophically be at the 4000-level.)
 - a. COEHD can bring back a final decision on course numbers for April 8 UCC meeting as an information item.

d) Approved unanimously

D. College of Engineering & Computational Sciences

1. New Courses

- a) CE 3200 - Hydraulic Engineering and Hydrology
- b) CE 3300 - Introduction to Transportation Engineering
- c) CE 3400 - Introduction to Environmental Engineering
- d) CE 4110 - Structural Steel Design
- e) CE 4120 - Timber Design
- f) CE 4310 - Highway Planning and Design
- g) CE 4410 - Water and Wastewater
- h) EE 3100 - Introduction to Signal Processing
- i) EE 4100 - Power Electronics
- j) EE 4310 / ME 4310 - Feedback Control

2. New Programs

- a) Engineering - Civil Engineering Emphasis (BS)
- b) Engineering - Electrical Engineering Emphasis (BS)

3. Voting

- a) Motion to approve all curriculum proposals from CECS: Brian Swanson
- b) Second: Katie Englert
- c) Discussion:
 - i. The current program is a BS in Engineering with "concentrations" in Civil Engineering or Electrical Engineering. Concentrations don't show up on the transcripts, so emphases will make it more visible what the students have studied. The current program also is a very general engineering degree, and the program received feedback from its advisory board that the concentrations didn't provide enough breadth in areas and needed to broaden students' exposure.
 - ii. The program is currently ABET accredited as general engineering program and will continue to be accredited, but while developing these emphases, the department looked at the requirements of what specific CE and EE degrees would require for accreditation if these emphases became stand-alone degrees in the future.
 - iii. The general BS in Engineering will be discontinued so students are required to select one of these emphases in order to graduate.
 - iv. The new courses' topics are driven by meeting ABET criteria. They have a new faculty member, but will still rely on courses offered every other year, crosslisting across prefixes, adjunct instruction, etc.

- d) **Approved unanimously**
 - E. College of Humanities & Social Sciences
 - 1. New Course
 - a) ACEN 3040 - Advanced Oral Fluency and Accuracy Workshop
 - 2. Voting
 - a) Motion to approve new course: Brian Swanson
 - b) Second: Grant Corser
 - c) Discussion:
 - i. The new course is for the Academic English minor program, which is intended for nonnative English speakers as an academic credential.
 - ii. ACEN 3040's schedule type is listed as "XOTH"; XOTH is not really sanctioned by USHE and is very undefined in terms of calculating workload.
 - a. It's unknown if this course is taught "on load" or will be overloads, but since they're not in a traditional academic college/department, workload compensation may not be a significant factor.
 - iii. **Q: Why is this course 3000-level? All other ACEN courses are lower-division.** (A: Not sure of the full decision-making process, but in discussing the creation of the minor, it was thought that a minor should have some upper-division course requirements. We currently have no formal requirements on a minimum number of upper-division credits in a minor.)
 - d) **Approved by majority vote** (1 disapproval)
- F. Library
 - 1. New Courses
 - a) INFO 2010 - Information Literacy in the Disciplines
 - b) INFO 3050 - Living an Informed Life through Information Literacy
 - c) INFO 4700 - Special Topics in Library & Information Science
 - d) INFO 4800 / INFO 6800 - Advanced Library Research: Literature Reviews for Capstone and Thesis
 - 2. Voting
 - a) Motion to approve all new courses from Library: Katie Englert
 - b) Second: Ken Hall
 - c) Discussion:
 - i. INFO 2010 is a 1-credit class that will act as a version of INFO 1010 for transfer juniors/seniors. It is seeking GE status, so it will need to be approved by the General Education Committee.
 - ii. INFO 3050 will be used in the Speedway program and thus taught on an adjunct funding basis.
 - iii. INFO 4700 will be a new, dedicated special topics course for the library and will allow students to do independent studies when desired.
 - iv. INFO 4800/6800 focuses on students creating literature reviews for their capstones/theses. The librarians suggest students take it before their capstone, but some will take it concurrently.
 - d) **Approved unanimously**
- G. School of Business/College of Health Sciences
 - 1. New Courses
 - a) HCA 6100 - Introduction to Healthcare Administration
 - b) HCA 6200 - Management Principles for Healthcare Administration
 - c) HCA 6300 - Accounting and Finance for Healthcare Administration
 - d) HCA 6400 - Policy, Law, Ethics, and Regulations
 - e) MGMT 6510 - Project Management Fundamentals
 - 2. Voting

- a) Motion to approve all curriculum proposals: Glen Sagers
- b) Second: Grant Corser
- c) Discussion:
 - i. The HCA courses are to support the new Healthcare Administration emphasis in the MBA program. These courses are the emphasis courses past the common core. The courses are designed and taught by Nursing faculty. Most other MBA emphases are 9 credits, so this emphasis will require an additional 3 credits than the others, but these 12 credits are considered the minimum courses needed.
 - ii. MGMT 6510 is a new course for the MBA but not tied to a specific emphasis. The faculty member teaches an undergraduate equivalent and students can earn a certificate from the Project Management Institute. MBA students have been asking for a graduate-level course.
 - a. **Q: Which certificate will students earn?** (A: Students will earn a Certified Assistant Project Manager [CAPM] from PMI. At the undergraduate level, the certification is optional, but for graduate students it will be required.)
 - iii. **Q: If students enter the MBA with a CAPM certificate already completed, can students earn credit for this course?** (A: That's a perfect example of how we can award graduate credit for prior learning.)
- d) **Approved unanimously**

III. Discussion

- A. How does course numbering work? Is it about sequencing in a program, with courses getting more difficult as the program progresses? For example, a 2000-level course can still be hard, but it's meant to be taken in the sophomore year?
 - 1. [R470](#) is a USHE policy that governs common course numbering and gives examples of typical learning outcomes of courses at each level (1000, 2000, etc.). James and Katya will work to make sure these expectations are given out to faculty and available as a reference with course development. Katya will add the information in R470 to the appropriate Curriculog forms. She can also link to the course numbering information in the General Catalog.
 - 2. When should these discussions about course numbering take place? It's happening at times at the college level, but that's later in the process.
 - 3. R470 seems to align well with Bloom's taxonomy and there has been some success when using that analogy with faculty.
- B. Next year's UCC meetings
 - 1. We are aiming for three meetings in the Fall (end of September, end of October, first week of December), with all changes to existing courses processed in these three meetings before the Fall 2022 schedule is developed and published.
 - 2. We will also have a late January meeting for new courses, new programs, program mods, and then a final meeting in March(ish).
 - 3. We would like to change the process for clean-up to an "information item"-type of meeting without necessarily having to meet in person.
 - 4. The current times UCC meeting times happen to sometimes overlap with the "All Academic Leaders" meeting headed by the Provost; is there another day/time that would work for meetings?
 - a) Thursdays at 3PM tend to work best, but we can shift the weeks to not overlap with that meeting.
 - 5. What should the meeting modality be? Should we continue on Zoom or meet in person if we're able?
 - a) It's more convenient to be at your desk to be able to look up proposals on your own computer, but we also miss the social interaction.

- b) We could do a blended meeting where people who want to can meet in person and we can Zoom in remote attendees.

IV. Adjourned at 5:02 PM