Undergraduate Curriculum Committee
Meeting Minutes
November 18, 2021
via Zoom

Members Present: Eric Elliot, Denise McKenney, Geoffrey Gurka, Dan Schultz-Ela, Sarah Lanci, Olga Grisak, Sloane Milstein, Elaine Venter, Sean Flanigan, Brian Hosterman, Tiffany Kragnes, Nick Bardo, Matt Schlief

Members Absent: Wayne Smith

Guests Present: Christi Sanders Via, Kim Medina, Suzanne Owens-Ott

Ex-officio members present: Maggie Bodyfelt, Morgan Bridge, Amber D'Ambrosio, Johanna Varner, Janel Davis

Recording Secretary: Aaron Osborne

Chair Elliot called the meeting to order at 3:30pm.

I.   **Announcements**

   A. No updates.

II.   **Ex-Officio Reports**

   A. Assistant Vice President of Academic Affairs for Assessment and Accreditation
       No updates.

   B. Registrar's Office
       No updates.

   C. Financial Aid Deputy Director Martin
       No updates.

   D. Librarian D'Ambrosio
       Please get proposals to the Library as soon as possible. This assists the Library in their workflow.

   E. Catalog Description Reviewer Varner
       No updates.

   F. Essential Learning
       No updates.

III.   **Curriculum Proposals**
        Summary of committee actions and additional details on curriculum proposals begins on page 3.

IV.   **Old Business**

    A. The Committee discussed the use of the consent agenda and voted to use the Consent Agenda for SLO changes. There was also discussion on what is required for assessment on the curriculum proposal. AVPAA Bridge stated a specific assignment/simulation/quiz during a specific course and semester is the ideal. However, variability is needed to allow for differences in both programs and the progress departments are making in their assessment process.

    B. There was also discussion on the need for prereqs on upper-division courses. Both the need for prereqs and upper-division courses with no prereqs were discussed.

V.   **Information Items**

    A. Chair Elliott reminded Committee Members of the UCC dates and deadlines. For courses to appear during Spring Registration for Fall Schedule, proposals must be at the December meeting. CIM closes on Feb 4 for proposals this year.

    B. He also reminded Committee Members to check the ecosystem box when making a course change, so that all other requisite program changes can be made at the same time. UCC Exec will not review course proposals until the accompanying program proposal is also submitted.

    C. The last drop-in Curriculum Assistance session for this fall will be in DH 203 from 12:30-2:00 on Tuesday, November 30.

VI.   **New Business**

    A. Chair Elliott stated James Ayers had asked for curriculum representation on a Working Group that is looking at science courses used by primarily the Science disciplines and the science courses required for Essential Learning. At times, particularly for science majors, a student can have taken numerous science courses but still need to take an EL science course to fulfill that requirement. The Working Group will be looking at ways to address this issue. Johanna Varner agreed to be the liaison between that Working Group and the UCC.

Geoffrey Gurka moved and Nick Bardo seconded adjourning the meeting. With no objections from the committee, Chair Elliott adjourned the meeting at 4:01pm.

Respectfully submitted by Aaron Osborne, November 18, 2021.

Effective Term - Summer 2022			Programs
The following is a summary: Additional information can be found on the individual curriculum proposals.			
Proposal	**Degree**	**Committee Action**	**Motion | Second**
3270: Art: K-12 Education	**BFA**	**Program Modification - Approved**	**Lanci | Schlief**

UCC Discussion: Upper division art history requirements in Program Specific Degree Requirements changed. Suggested Course plan was updated. Added SLOs as required for first program update in CIM. No other discussion.

Change Item Description	Departmental Justification
List all proposed changes to the program	1. Changed upper division art history requirements in Program Specific Degree Requirements.2. Suggested Course plan was updated.3. Added SLOs.
Justify each proposed modification to the program	1. We are changing the upper division art history requirements because it has been difficult to reliably offer ARTH 315 (19th Cent. Art) and ARTH 316 (20th Cent. Art -1950) often enough so that Art Education students can stay on track. We are changing those requirements to make the 300-level art history open to any 300-level art history course and adding ARTH 400 Research and Criticism. The Art Department checked with the Education program to make sure that making these changes won't affect the students taking the Praxis exam and found that the information covered in this test is covered in their foundation art history classes and therefore won't be affected by these changes.2. The suggested course plan was updated to reflect changes in item #1. 3. We had to add the SLOs as this is the first time this program has had a change since CIM has been in use.
Describe discussions about this proposal within the department and outcomes	These proposed changes were discussed at the Art Department faculty meeting with all present on September 17th, 2021. They were also discussed with Nick Bardo (faculty in charge of Art Education) and Blake Bickham (Education Dept Head) in the Education Department via email on September 21st, 2021.

3119: Business Administration: Entrepreneurship	**BBA**	**Program Modification - Approved**	**Gurka | Lanci**

UCC Discussion: Updating Davis School of Business student learning outcomes to better reflect CMU's University-level student learning outcomes. No other discussion.

Change Item Description	Departmental Justification
List all proposed changes to the program	Updating Davis School of Business student learning outcomes to better reflect CMU's University-level student learning outcomes.
Justify each proposed modification to the program	To better reflect the CMU learning outcome Quantitative Fluency, we edited SLO #1 to specifically include the words "Quantitative" and Qualitative" in January 2021. However, we received feedback that the word 'or' in the SLO might send the message that quantitative research is optional. Therefore, we resorted to the 2018-2019 version of the DSB SLO #1 which named qualitative and quantitative in separate SLO's and moved 1.2 to the 1.1 slot to help keep reporting streamlined in March 2021.To better reflect the CMU learning outcome Information Literacy, we edited SLO#2 to specifically include the word 'accurately' in March 2021. However, we received feedback in September that Information Literacy was not clearly identifiable and changes were

Describe discussions about this proposal within the department and outcomes	recommended. The committee proposed the recommended changes to the faculty who voted to approve on October 6, 2021. These SLO updates were discussed in CiC Committee Meetings on October 12, 2020, November 9, 2020, February 1, 2021, February 22, 2021, September 13, 2021, and October 2, 2021.Faculty voted to approve SLO #1 Critical Thinking on March 10, 2021.Faculty voted to approve changes to SLO #2 on October 6, 2021.	

3173: Business Administration: Business Analytics	**BBA**	**Program Modification - Approved**

UCC Discussion: Updating Davis School of Business student learning outcomes to better reflect CMU's University-level student learning outcomes. No other discussion.

Change Item Description	**Departmental Justification**
List all proposed changes to the program	Updating Davis School of Business student learning outcomes to better reflect CMU's University-level student learning outcomes.
Justify each proposed modification to the program	To better reflect the CMU learning outcome Quantitative Fluency, we edited SLO #1 to specifically include the words "Quantitative" and Qualitative" in January 2021. However, we received feedback that the word 'or' in the SLO might send the message that quantitative research is optional. Therefore, we resorted to the 2018-2019 version of the DSB SLO #1 which named qualitative and quantitative in separate SLO's and moved 1.2 to the 1.1 slot to help keep reporting streamlined in March 2021.To better reflect the CMU learning outcome Information Literacy, we edited SLO#2 to specifically include the word 'accurately' in March 2021. However, we received feedback in September that Information Literacy was not clearly identifiable and changes were recommended. The committee proposed the recommended changes to the faculty who voted to approved on October 6, 2021.
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3122: Business Administration: Business Economics	BBA	Program Modification - Approved	Gurka	Lanci

UCC Discussion: Updating Davis School of Business student learning outcomes to better reflect CMU's University-level student learning outcomes. No other discussion.

Change Item Description	Departmental Justification
List all proposed changes to the program	Updating Davis School of Business student learning outcomes to better reflect CMU's University-level student learning outcomes.
Justify each proposed modification to the program	To better reflect the CMU learning outcome Quantitative Fluency, we edited SLO #1 to specifically include the words "Quantitative" and Qualitative" in January 2021. However, we received feedback that the word 'or' in the SLO might send the message that quantitative research is optional. Therefore, we resorted to the 2018-2019 version of the DSB SLO #1 which named qualitative and quantitative in separate SLO's and moved 1.2 to the 1.1 slot to help keep reporting streamlined in March 2021.To better reflect the CMU learning outcome Information Literacy, we edited SLO#2 to specifically include the word 'accurately' in March 2021. However, we received feedback in September that Information Literacy was not clearly identifiable and changes were recommended. The committee proposed the recommended changes to the faculty who voted to approved on October 6, 2021.
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3118: Business Administration: Energy Management/Landman	BBA	Program Modification - Approved	Gurka	Lanci

UCC Discussion: Updating Davis School of Business student learning outcomes to better reflect CMU's University-level student learning outcomes. No other discussion.

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List all proposed changes to the program	Updating Davis School of Business student learning outcomes to better reflect CMU's University-level student learning outcomes.
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3125: Business Administration: Finance	BBA	Program Modification - Approved	Gurka | Lanci

UCC Discussion: Updating Davis School of Business student learning outcomes to better reflect CMU's University-level student learning outcomes. No other discussion.

Change Item Description	Departmental Justification
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Justify each proposed modification to the program	To better reflect the CMU learning outcome Quantitative Fluency, we edited SLO #1 to specifically include the words "Quantitative" and Qualitative" in January 2021. However, we received feedback that the word 'or' in the SLO might send the message that quantitative research is optional. Therefore, we resorted to the 2018-2019 version of the DSB SLO #1 which named qualitative and quantitative in separate SLO's and moved 1.2 to the 1.1 slot to help keep reporting streamlined in March 2021.To better reflect the CMU learning outcome Information Literacy, we edited SLO#2 to specifically include the word 'accurately' in March 2021. However, we received feedback in September that Information Literacy was not clearly identifiable and changes were recommended. The committee proposed the recommended changes to the faculty who voted to approved on October 6, 2021.
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3174: Business Administration: International Business	BBA	Program Modification - Approved	Gurka | Lanci

UCC Discussion: Updating Davis School of Business student learning outcomes to better reflect CMU's University-level student learning outcomes. No other discussion.

Change Item Description	Departmental Justification
List all proposed changes to the program	Updating Davis School of Business student learning outcomes to better reflect CMU's University-level student learning outcomes.
Justify each proposed modification to the program	To better reflect the CMU learning outcome Quantitative Fluency, we edited SLO #1 to specifically include the words "Quantitative" and Qualitative" in January 2021. However, we received feedback that the word 'or' in the SLO might send the message that quantitative research is optional. Therefore, we resorted to the 2018-2019 version of the DSB SLO #1 which named qualitative and quantitative in separate SLO's and moved 1.2 to the 1.1 slot to help keep reporting streamlined in March 2021.To better reflect the CMU learning outcome Information Literacy, we edited SLO#2 to specifically include the word 'accurately' in March 2021. However, we received feedback in September that Information Literacy was not clearly identifiable and changes were recommended. The committee proposed the recommended changes to the faculty who voted to approved on October 6, 2021.
Describe discussions about this proposal within the department and outcomes	These SLO updates were discussed in CiC Committee Meetings on October 12, 2020, November 9, 2020, February 1, 2021, February 22, 2021, September 13, 2021, and October 2, 2021.Faculty voted to approve SLO #1 Critical Thinking on March 10, 2021.Faculty voted to approve changes to SLO #2 on October 6, 2021.

3126: Business Administration: Management	BBA	Program Modification - Approved	Gurka | Lanci

UCC Discussion: Updating Davis School of Business student learning outcomes to better reflect CMU's University-level student learning outcomes. No other discussion.

Change Item Description	Departmental Justification
List all proposed changes to the program	Updating Davis School of Business student learning outcomes to better reflect CMU's University-level student learning outcomes.
Justify each proposed modification to the program	To better reflect the CMU learning outcome Quantitative Fluency, we edited SLO #1 to specifically include the words "Quantitative" and Qualitative" in January 2021. However, we received feedback that the word 'or' in the SLO might send the message that quantitative research is optional. Therefore, we resorted to the 2018-2019 version of the DSB SLO #1 which named qualitative and quantitative in separate SLO's and moved 1.2 to the 1.1 slot to help keep reporting streamlined in March 2021.To better reflect the CMU learning outcome Information Literacy, we edited SLO#2 to specifically include the word 'accurately' in March 2021. However, we received feedback in September that Information Literacy was not clearly identifiable and changes were recommended. The committee proposed the recommended changes to the faculty who voted to approved on October 6, 2021.

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| **3127: Business Administration: Marketing** | **BBA** | **Program Modification - Approved** | **Gurka | Lanci** |

UCC Discussion: Updating Davis School of Business student learning outcomes to better reflect CMU's University-level student learning outcomes. No other discussion.

Change Item Description	**Departmental Justification**
List all proposed changes to the program	Updating Davis School of Business student learning outcomes to better reflect CMU's University-level student learning outcomes.
Justify each proposed modification to the program	To better reflect the CMU learning outcome Quantitative Fluency, we edited SLO #1 to specifically include the words "Quantitative" and "Qualitative" in January 2021. However, we received feedback that the word 'or' in the SLO might send the message that quantitative research is optional. Therefore, we resorted to the 2018-2019 version of the DSB SLO #1 which named qualitative and quantitative in separate SLO's and moved 1.2 to the 1.1 slot to help keep reporting streamlined in March 2021.To better reflect the CMU learning outcome Information Literacy, we edited SLO#2 to specifically include the word 'accurately' in March 2021. However, we received feedback in September that Information Literacy was not clearly identifiable and changes were recommended. The committee proposed the recommended changes to the faculty who voted to approve on October 6, 2021.
Describe discussions about this proposal within the department and outcomes	These SLO updates were discussed in CiC Committee Meetings on October 12, 2020, November 9, 2020, February 1, 2021, February 22, 2021, September 13, 2021, and October 2, 2021.Faculty voted to approve SLO #1 Critical Thinking on March 10, 2021.Faculty voted to approve changes to SLO #2 on October 6, 2021.

| **3212: English: Literature** | **BA** | **Program Deactivation - Approved** | **Lanci | Gurka** |

UCC Discussion: English Literature and English Writing were combined into one English major. English Literature was deactivated for two years to allow existing students to finish the major before program deletion. No other discussion.

Change Item Description	**Departmental Justification**
Status:	Deactive
Justify change in status:	To provide a more coherent and current English program, we combined English Literature and English Writing into one English major. As a result, we need to deactivate this program because it would compete with our newly revised program, confusing students in the process.
How long will the program be deactivated?	Two Years

3215: English: Writing   **BA**   **Program Deactivation -**   **Lanci | Gurka**
                                             Approved

UCC Discussion: English Literature and English Writing were combined into one English major. English Writing was deactivated for two years to allow existing students to finish the major before program deletion. No other discussion.

Change Item Description	Departmental Justification
Status:	Deactive
Justify change in status:	To provide a more coherent and current English program, we combined English Literature and English Writing into one English major. As a result, we need to deactivate this program because it would compete with our newly revised program, confusing students in the process.
How long will the program be deactivated?	Two Years

3108: Accounting: Public Accounting   **BS**   **Program Modification -**   **Gurka | Lanci**
                                             Approved

UCC Discussion: Changing the wording of two SLOs to better align with institutional SLOs information literacy and personal and social responsibility. No other discussion.

Change Item Description	Departmental Justification
List all proposed changes to the program	Changing the wording of two SLOs to better align with institutional SLOs information literacy and personal and social responsibility.
Justify each proposed modification to the program	We were asked to modify SLOs to better align with institutional SLOs.
Describe discussions about this proposal within the department and outcomes	Accounting faculty approved via email discussion 10/4/2021.

Effective Term - Summer 2022		Courses

The following is a summary: Additional information can be found on the individual curriculum proposals.

Proposal	Committee Action	Motion | Second
ENGR 101: Introduction to Engineering	**Course Modification - Approved**	**Lanci | Flanigan**

UCC Discussion: 1) Course description has been updated to be more inclusive of all engineering disciplines offered at CMU (not just mechanical) and to remove a clause that could be construed as pedagogy.2) Topical course outline has been added since this information was not included in the transfer to CIM.3) SLOs have been added since this information was not included in the transfer to CIM.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Facets of engineering. Includes history of the profession, mechanical engineering and mechanical technology curriculum, industries in which engineers practice, and expectations and tools for academic success. Introduces engineering tools used in later courses. Hands-on experiences, visiting industry, oral presentations, meeting faculty and practicing professions.	Exploration of engineering as a field. Includes general characteristics of the profession, training required for various engineering degrees, industries in which engineers practice, and tools for academic and professional success in engineering, including the basics of report generation and the licensure process. Ethics and societal issues related to engineering will also be introduced.
Academic engagement minutes per term:		750
Student preparation minutes for a term:		1500

ACCT 411: Auditing I	**Course Modification - Approved**	**Gurka | Schlief**

UCC Discussion: Only want to delete "and senior standing" from the prerequisites. Most students register for this course in March of their junior year prior to fully earning 90 credit hours (even though they are enrolled in enough hours to complete 90 that semester). This causes the majority of students enrolling in the course to seek overrides to register for the course.

Change Item Description	Old	New
Prerequisites:	ACCT 322 and CISB 241 or STAT 241, and senior standing	ACCT 322; and CISB 241 or STAT 241
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500

ANTH 420: Field Methods in Archaeology	Course Modification - Approved	Lanci | Gurka

UCC Discussion: The prerequisites are being changed from ANTH 220 and ANTH 225 to ANTH 202 or ANTH 220. This change opens up the course to an increased number of students as it only requires a single 200-level EL course.

Change Item Description	Old	New
Prerequisites:	ANTH 220 and ANTH 225	ANTH 202 or ANTH 220
Is there overlapping content with present courses offered?	Yes	No
Explain:	This course is equivalent to ARKE 410 which is being deleted.	

FINA 300: Personal Finance	Course Addition - Approved	Gurka | Lanci

UCC Discussion: This course is intended to be a course for non-business students who need training in personal finance.

Change Item Description	Department Justification
New Proposal: No differences to report	Currently there is no course that prepares students for the challenges of personal finance. Additionally, this course allows students to receive one credit hour with no prerequisites to learn about this topic. The course ran in the summer of 2021 as a topic course and the feedback from the students was very positive, many stating that the material was very important to them and that they were glad to have taken the course. The course also ran in the fall of 2021. I can report that many students pointed out that the material was very important to them and they indicated that the course will be very beneficial to them. The last assignment was to explain what the most important concept was to them in the course by recording a 5-minute video.

CISB 260: Information System Architecture	Course Inactivation - Approved	Flanigan | Gurka

UCC Discussion: CISB 260 has not been offered in several years and does not appear on any program sheets. No other discussion.

Change Item Description	Department Justification
Delete Proposal: No differences to report	CISB 260 was taught as a substitution course for TECI 260. TECI 260 is no longer taught, CISB 260 has not been taught for 5-7 years, and does not appear on any program sheets.

CISB 310: Enterprise Architecture	Course Inactivation - Approved	Flanigan | Gurka

UCC Discussion: CISB 310 has not been offered in several years and does not appear on any program sheets. No other discussion.

Change Item Description	Department Justification
Delete Proposal: No differences to report	CISB 310 has not been offered for a number of years, it was replaced on all program sheets by CISB 309

CISB 392: Information Systems Theory and Practice	Course Inactivation - Approved	Flanigan | Gurka

UCC Discussion: CISB 392 has not been offered in several years and does not appear on any program sheets. No other discussion.

Change Item Description	Department Justification
Delete Proposal: No differences to report	CISB 392 has not been offered for years, it is no longer on any program sheets, it has been replaced by CISB 470.

CSCI 112: CS2: Data Structures	Course Modification - Approved	Lanci | Flanigan

UCC Discussion: Course description was modified to: specify the programming language used throughout the course (C++), add the topic of software development version control systems, remove a statement about pedagogy. No other discussion.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Continuation of CSCI 111 with emphasis on algorithm design and analysis, procedural abstraction, data abstraction, and quality programming style. Topics covered include distinction between dynamic and static variables; various implementations of elementary stacks, queues, trees and lists; comparison of recursive and iterative algorithms; program correctness; and hierarchical design principles. Programming exercises will focus on modularity of design and data abstraction.	Continuation of CSCI 111 using C++. Emphasis on algorithm design analysis, procedural abstraction, data abstraction, data structures, and quality programming style. Topics include the distinction between dynamic and static variables; various implementations of elementary stacks, queues, trees, and lists; comparison of recursive and iterative algorithms; program correctness; version control; and hierarchical design principles.
Academic engagement minutes per term:		3000
Student preparation minutes for a term:		6000

ANTH 420L: Field Methods in Archaeology Laboratory	Course Modification - Approved	Lanci | Gurka
UCC Discussion: This prerequisite change opens the methods course to an increased number of students by requiring only one 200-level EL class. Course description was update to follow current standard protocol. No other discussion.		

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Lab component required as co-requisite with ANTH 420.	Overview of contemporary methods of archaeological survey, site recordation, and excavation techniques. Artifact collection, interpretation, and analysis presented as is record keeping, artifact conservation, and curation. Topics include maps and mapping, geographic information systems (GIS), Global Positioning System (GPS), field and specimen photography, and recovery and analysis of supplemental materials (macrobotanical, pollen, chronometric, etc.). Lab component required for ANTH 420.
Prerequisites:	ANTH 220 and ANTH 225	ANTH 202 or ANTH 220
Is there overlapping content with present courses offered?	Yes	No
Explain:	This course is equivalent to ARKE 410L, which is being deleted.	