

# Undergraduate Council

## Meeting Minutes

**Date:** July 23, 2015

**Voting Members in Attendance:** Amanda Charlesworth, Rudi Hartman, Michael Jenson, Deborah Kellogg, Catherine Wiley.

**Voting Members not in Attendance:** Kelly Hupfeld, Barbara Seidl, representation from CAM and CEAS.

**Non-voting Member in Attendance:** Jeff Franklin (chair), Ashby Butnor.

**Guests:** Paul Teske

1. Review of the proposal from SPA, "New Degree Program Proposal: The Online Bachelor of Arts in Public Service."

SPA Dean Paul Teske provided an overview of the proposal and answered questions. He highlighted a number of points in the proposal, including: the market for the degree and supporting demographic and social variables, student demand, the relative uniqueness of the program in this region, the decision to offer the degree fully online, the expectation that the program will generate sufficient revenue to cover the cost of proposed new faculty hires, the integration of High-Impact Practices into the program, the inclusion in the curriculum of at least four electives from academic units outside SPA, the nature of the certificate in non-profit leadership, the degree's inclusion of and compatibility with the liberal-arts-and-science general-education Core, the inclusion in the budget of \$100K for CLAS to meet projected increased demand for their courses, and the careful choice of "public service" rather than other options.

Question asked and answered included: Why go 100% online when a hybrid model has certain advantages and is working in the current SPA Criminal Justice BA? Does the new program require new hires, how many, and why? What is SPA's contingency plan if it cannot locate and provide sufficient internships to meet the needs of all students? Why the large number of 15 new courses when some of those subject areas may be covered by existing courses on campus, in particular in Communication and Political Science? Are the number of projected new faculty hires all necessary? Dr. Teske provided reasonable and convincing answers to these and other questions.

Suggestions made by the committee:

1. Create an alternative or fallback to internships in case the numbers are too large to provide internships for every student.
2. Create a curriculum mapping for the degree as part of the design of the scaffolding of the courses in relationship to the learning outcomes expected for students. Enlist Kenny Wolf to consult on this, as well as on the revision of the program learning outcomes to make them more assessable.
3. Share the new program with those staff in Admissions that present to high schools, community colleges, and parents; they likely will view the program as one that can be used to good advantage in promoting CU Denver.
4. As one promotion strategy, emphasize the proximity to the metropolis and the state capital, as well as the resulting attraction of higher quality faculty because of these advantages of CU Denver.

5. Consider connecting the curriculum also to courses offered in Geography and Environmental Science.
6. Carefully assess at the margins the estimated new courses and new faculty hires, considering the courses offered by other units that may already cover the desired subjects and the fact that new hires in any unit may impact the availability of resources for new hires in all other units across campus. Work to make the proposal as “friendly” to the campus and to other academic units as possible.
7. Addendum to the minutes, submitted by one member via e-mail after the meeting: The program would benefit from designing and communicating a plan to ensure the quality of online teaching. One example: a director position that works with a TA for each online course to ensure that courses incorporate the best e-learning tools and pedagogies; the TAs then partner with faculty throughout the semester.
8. Addendum to the minutes, submitted by one member via e-mail after the meeting: Consider initially having fewer BAPS electives and more BAPS core courses. Specifically, increase the number of core BAPS courses from 7 to 11 and reduce the BAPS electives to just 4 so as to steer initial cohorts through mostly the same courses and give the program more definite structure for all students.

The general response of the committee to the program was supportive and encouraging. The members generally felt that this program could be a win-win for SPA and for other schools/colleges and the university as a whole. It has the potential to attract new students who may not have come to CU Denver otherwise. The program appears to work in consort with the general education goals and to provide a foundation for its students that would enable them to switch majors successfully after starting the program should they choose to do so. The consensus was toward approval of this proposal with recommendation that SPA take the committee’s suggestions (above) under advisement. The committee decided to give members one additional week to read the proposal documents with an official vote to be taken on July 30, 2015.

## 2. Consideration of proposed revisions to the UGC Bylaws.

The committee worked through the document with TrackChanges revisions, suggesting additional revisions. The members agreed that the chair would circulate the draft document for continued review and return to consideration of it at the next meeting.