

## MEETING MINUTES

Joint University-Wide Curriculum Committee

May 15, 2025 | 11:40 a.m. – 12:40 p.m., Remote Meeting

Members Present: Kate Carlin, Johnathan Cromwell, Dave Donahue, Cathy Gabor, Erika Johnson, Kiannah-Nicole Karani, Nicole Kircher, Jo Loomis, Marisa McCarthy, Megan O'Banion, Deborah Panter, April Randle, Diane Roberts, Natacha Ruck, Freddie Seba, Shivani Shukla, Carol Spector, and James Taylor

Members Absent: Robert Bromfield, Kate Lusheck, Vahab Pournaghshband, Paul David Terry, and two TBA members

### I. Welcome, Approval of the Minutes & Agenda

The Co-Chairs officially opened the meeting and set housekeeping expectations for the meeting including that the JUCC meetings are not permitted to be recorded and that attendees of the webinar can submit questions via the Q&A function. A Co-Chair provided reminders that the JUCC Bylaws Subcommittee was scheduled to meet subsequently and that the scope of the JUCC is to make recommendations to the provost; the JUCC does not approve proposals but rather moves proposals forward to the provost once a proposal discussion has been completed.

A Co-Chair asked for any corrections or additions to the minutes. There were none. The Co-Chair asked for a motion to accept the minutes as written. There was a motion. The motion was seconded. There was a show of hands in favor of accepting the minutes as written. There were no hands in opposition or in abstention. The motion passed.

A Co-Chair asked for additions to the agenda. There were none. A Co-Chair asked for a motion to accept the agenda. There was a motion. The motion was seconded. There was a show of hands in favor of accepting the agenda with none in opposition or abstention and the motion passed.

### II. Curriculog Proposals

#### Deactivations

##### School of Education

- [Learning and Instruction, Special Education Concentration, EdD](#)
- [Special Education, EdD](#)

##### School of Management

- [Hospitality Management Major](#)
- [Hospitality Management Minor](#)
- [Information Systems - Part-time, MS](#)

**New Program:** [Post Masters Healthcare Systems Leadership DNP-MBA Dual Degree](#). **Guest Presenter:** Kelly Fox, Assistant Professor and Program Director for the Doctor of Nursing Practice Program

A Co-Chair summarized the deactivation proposals from the School of Education. The rationale for the deactivations was that there have not been any students in the concentrations for years. A committee member asked if the deactivations in Curriculog were sent before the relevant school/college curriculum committees. A committee member

replied that the involvement of the school/college curriculum committee in the deactivation proposal process is decided by each school/college and that workflows can be changed. There were no further comments. The Co-Chair asked for a motion to move the deactivation forward to the provost. There was a motion. The motion was seconded. There was a show of hands in favor of the motion. There were no objections or abstentions and the motion passed.

A committee member summarized the deactivations from the School of Management. Enrollments have been declining in the Hospitality Management major/minor, a national trend. It will become a concentration in the management major. The part-time MSIS program will be deactivated and the full-time MSIS will be redesigned to accommodate students beyond the first year and to be conducive to schedules of part-time students. A committee member expressed the importance for including counter-arguments in JUCS discussions for program deactivations and also that student voices should be included. A committee member responded that Curriculog can be an avenue for including counter-points. For these programs, there was oversight from the Dean and the Undergraduate Program Committee, faculty, and the Graduate Program Committee. There was no further discussion. A Co-Chair called for a motion to move the deactivations forward to the provost. There was a motion. The motion was seconded. There was a show of hands in favor of the motion. There was one vote in opposition. The motion passed.

A Co-Chair summarized the new DNP/MBA program proposal, a joint project between the School of Nursing and Health Professions and the School of Management. Dr. Kelly Fox was present for any committee discussions. A committee member noted that the program was not taking international students. Another member commented that the DNP program does not accept international students due to F-1 visa requirements that have restrictions for international students taking online courses. There were no other concerns or questions about the proposal. A Co-Chair called for a motion to move the proposal forward to the provost. There was a motion. The motion was seconded. There was a show of hands in favor of the motion. There were none in opposition or abstention. The motion passed.

### **III. Proposal for the Core Curriculum Redesign**

**Guest Presenters and Tri-Chairs of the Core Curriculum Redesign Task Force: Joshua Gamson, Professor and Chair of Sociology, Louise Goupil, Associate Professor, Biology. Rebecca Hong, Vice Provost Student Success, Inclusive Excellence, and Curricular Innovation**

The guest presenters summarized the core redesign process and gave an overview of the proposal for the Core Curriculum Redesign, a goal of the university's Strategic Plan to reimagine Jesuit Education. The Core Redesign finished two of three phases, most recently, the design phase. The task force utilized a design thinking method and incorporated research, recommendations from the task force in phase one, and the core values statement, to design two new models. The task force then sought community feedback on two new core designs.

The current proposal is a 40-unit hybrid core design that combines a distributive model with courses across academic areas with an integrative model where courses are designed around a theme, competency, or skill, and are interdisciplinary. The model includes an initial year experience that is interdisciplinary and includes high-impact courses. The model is aligned with the five core learning goals (Appendix A), goals that dovetail with current core learning outcomes. The USF community gave feedback on the five core learning goals. The model also includes a core culminating experience that is

interdisciplinary and thematic. Examples of courses are included in the proposal. When a course is accepted into the core, it will be based on learning outcomes and not on a department. These details will be part of the third phase, the implementation phase. A discussion ensued. Key points were:

- Can business be included in ethical inquiry and scientific inquiry sections?
- Are there elements of career preparation embedded in the model?
  - Career preparation mostly takes place in the major. However, perhaps this would likely fit into the culminating core course with a reflective element of skill development throughout the core experience - skills like problem solving, teamwork, critical thinking, and communication
- What is the task of the JUCC in terms of this proposal?
  - To move the proposal forward with recommendations. If approved as is by the provost the proposal would then enter the implementation phase and not possibly be fully in place until fall 2026 at the earliest
- What does the lower credit requirement mean other than improving graduation rates? What does a less demanding credit requirement mean for the job market?
  - The reduction of the graduation requirement from 128 to 120 has already passed and is not part of the core redesign proposal. A reduction of units is not a reduction in rigor
- How does a student who is not located in San Francisco experience the City as Classroom course?
  - They would still have a course in a specific discipline but experience the benefits and elements of the city
- Why is computer literacy separate from humanities?
- What impact would the new core model have on part-time faculty if most of the core classes are currently taught by part-time faculty?
  - This question came up often but falls outside of the scope of the design phase. It comes into play in the implementation phase
- Teaching resources are going to be recommendations for courses that are interdisciplinary and co-taught
- What is the approval process? The USFFA sent out a non-binding vote. Will there be other processes for gathering faculty input?
  - The community listening sessions were opportunities for feedback. The union survey is separate from the core task force
- What impact does the new model have on our status as a Jesuit university? Example: losing AJCU membership if not requiring students to take a course in each theology, ethics, religious studies, and philosophy?
  - Jesuit identity was a common question in the design but without common agreement
- Would any faculty member be permitted to teach in any of the Core areas?

- This is a practical question for the implementation phase. However, a faculty member could potentially teach in any or the core areas if the proposed course satisfied the core learning requirements as well as if the faculty member demonstrated they were qualified to teach the subject
- Can there be another JUCC discussion for the implementation phase?
  - The JUCC should consider including this in its recommendation to the provost
  - Is operational impact outside of the scope of the JUCC?
    - There are curricular impacts that may come up during the implementation phase

A co-chair called for a motion to move the proposal forward to the provost with a recommendation that the JUCC be permitted to weigh in once the implementation is more concrete. There was a motion. The motion was seconded. There was a show of hands in favor of the motion. There were no votes in opposition or abstention. The motion passed.

#### **IV. Closing and Action Items (5 min)**

The [Instructional Modality Sub-Policies Across the Schools and College](#) are now posted on the JUCC website. The Co-Chairs officially closed the meeting.