Undergraduate Curriculum Committee
Meeting Minutes
13 April 2009

Members Present

Guests: Wendy Kimbert

Action Items
- Bruce Stokes opened the meeting in prayer.
- Tom Ferko proposed changes to course descriptions for PHY 201 and PHY 203 to more accurately reflect the content of the courses. New descriptions will read as follows:
  - PHY 201 Physics for Engineers I with Lab (4) “This course covers topics such as units, vectors, motion (in one, two and three dimensions), Newton’s laws of motion, work, kinetic and potential energy, momentum, impulse, collisions, conservation laws, dynamics of rotational motion, equilibrium, gravitation, and periodic motion. Six (6) hours per week of inquiry-based instruction. Additional lab fee. Prerequisite: MAT 145 or EGR 182 or MAT 245.” (Pre-reqs revert back to previous catalog wording.)
  - PHY 203 Physics for Engineers II with Lab (4) “This course covers topics such as fluids, temperature and ideal gas, electric charge and field, Gauss’s Law, electric potential, capacitance and dielectrics, current, resistance and electromotive force, direct-current circuits, magnetic field and force, Ampere’s and Faraday’s laws, electromagnetic induction, inductance, alternating current circuits, and electromagnetic waves. Six (6) hours per week of inquiry-based instruction. Additional lab fee. Prerequisite: PHY201.”

The proposal was APPROVED.

- Chris McHorney proposed the following changes to the Political Science Major and recommended catalog changes to reflect the addition and deletion of the courses indicated. New course options address issues raised in program review. The proposal does not change the units required for the major.
  - Add POL 2XX: Introduction to International Politics (3)
  - Add POL 2XX: Introduction to Comparative Politics (3)
  - Add POL 3XX: International Relations Theory (3)
  - Delete POL 333: International Relations
  - Catalog changes follow.
- Traditional Program
  - Lower Division Requirements
    - POL 213 American Government
    - POL 223 State and Local Government OR POL 2XX
      Introduction to International Politics OR POL 2XX
      Introduction to Comparative Politics. NOTE Single Subject candidates will need to be advised that they must have POL 223 State and Local Government.
  - Elective or Concentration Courses
    - Eliminate
    - Add POL 3XX: International Relations Theory

- Degree Completion Program
  - Core Courses
    - Eliminate POL 333: International Relations
    - Add POL 3XX: International Relations Theory

The proposal was APPROVED.

- Chris McHorney proposed a 54-60 unit BA in International Studies.
  - Prepares students to operate effectively in global settings.
  - Like institutions surveyed – little competition. More political science than the proposed interdisciplinary. More interdisciplinary than Global Studies and meets a different purpose. Has the support of Jeff Lewis in SCM.
  - Little impact on infrastructure
  - 42 units of core
    - Lower Division
    - Upper Division
      - ENG 463, ENG 475 OR ANT 350 Language and Culture
    - 12-18 unites of concentration
      - International Business
      - Global Ministry
    - Cross Cultural Experience Requirement
    - General Education requirement for modern foreign language
    - Dr. McHorney will consider DCP applicability.
    - The program will be scheduled for a January start.

The proposal was APPROVED.

- Chris McHorney proposed a 3X3 program for students intending to attend Trinity Law School.
  - Complete a minimum of 98 units in a 3-year undergraduate program
  - Fulfill all GE requirements
  - Minimum 3.0 GPA
  - LSAT of 143 or higher and be accepted by Trinity Law.
Senior year begin courses at Trinity Law School. Transfer a maximum of 30 units for the CBU BA degree. (elective requirements) Degree will only post after Trinity units have transferred back.

- Pol Sci Major with Pre-Law Emphasis (42 Units)
- Under consideration by Provost at Trinity Law.
- Students who opt not to pursue would be well positioned to complete a degree at CBU.
- Student retention during Trinity year?
- If Trustee approval is needed, the program will begin in January.

The proposal was APPROVED.

- Chris McHorney proposed the following two upper division history courses to alleviate crowding in upper division history electives where class sizes are approaching 45 regularly. Both courses have been offered as special topics and been well-enrolled. Courses could be used to meet the GE requirement for non-US history.
  - HIS 4XX: Cross and the Crescent
  - HIS 4XX: The Holocaust: Historiographic, Philosophic, and Religious Perspectives

The proposal was APPROVED.

- John Pate proposed a new 3 unit course ART 385 Film as Art/Film as Culture.
  - Course originally designed as an introduction to film. New hires in film studies and recent restructures to the Film Studies major have made this obsolete.
  - The redesign of ART 385 as proposed positions the course in the visual arts to cover the visual and aesthetic elements of film.
  - The title of the course is amended to “Film as Visual Art.”
  - Change course number to ART 3XX if it is problematic to continue with the existing course number (385).

The proposal was APPROVED.

- Steven Christie proposed the following changes to curriculum in the business degree.
  - Remove technology component from BUS 356 Business Communication to better equip students with the skills necessary in the proper sequence.
  - Add a new course CIS 2xx Business IT Application to replace and better position the technology component of BUS 356. This new course becomes a pre-requisite for BUS 303 Business Finance, and BUS 315 Business Statistics. Students would take this course in lieu of CIS 265. Individual petitions for variances would be considered on case by case basis.
Current BUS 356 course will be taught in Fall 2009. New students will transition to the new course format in Spring 2010.

- Change prerequisites for BUS 303 Business Finance and BUS 315 Business Statistics to include the new CIS 2XX Business IT Application course.

The proposal was APPROVED.

- Steven Christie proposed a new 3 unit course BUS 4XX Family Business Management as an elective to prepare students to meet the growing trend of family owned and operated businesses. The first offering of the course will be Spring 2010.

The proposal was APPROVED.

- Steven Christie proposed a change to BUS 340 Operations Management to reflect shifting trends in operations management. Changes are also a reflection of data gathered from student comments about the flow and content of the course in the context of changes in the field.
  - Change the course title to “Quantitative Business Analysis” to correspond to revised course content.
  - Renumber at BUS 440 (per Shawnn Koning).
  - Change course description as follows: “INSERT HERE.”
  - Course objectives will be better met with the new content.
  - Replace course text to reflect the new emphasis on qualitative concepts.

The proposal was APPROVED.

- Anthony Donaldson proposed the following changes to the course description for EGR 182. Changes are noted in bold. “EGR 182 Introductory Mathematics for Engineering Applications (4) This course will provide an overview of the salient math topics most heavily used in the core sophomore-level engineering and physics courses. These include algebraic manipulation of engineering equations, trigonometry, vectors and complex numbers, sinusoids and harmonic signals, systems of equations and matrices, and elements of differential and integral calculus and differential equations within the context of an engineering application, and reinforced through extensive examples of their use in the core engineering courses. A laboratory component will use engineering examples to augment the teaching of the math concepts with tactile learning. Prerequisite MAT 115.”

The proposal was APPROVED.

- DawnEllen Jacobs presented a proposal from the Assessment Committee to implement a CBU portfolio requirement for graduation beginning with the incoming freshman class 2009.
The proposal is in response to WASC concerns about the lack of assessment of general education or co-curricular components of a student's CBU learning experience.

The proposal incorporates the model of programs currently using portfolios to assess their majors, thus addressing WASC requirements that students demonstrate competence beyond successful completion of a series of courses.

Portfolio concept does not exist in various disciplines.

Portfolio as designed is more than a collection of artifacts, but is designed to encourage reflection on educational experiences and make connections among learning experiences in academic and co-curricular settings.

Individual departments and programs are encouraged in consultation with their assessment coordinator to tailor a product that will meet the needs of their specific fields.

Business students cannot self-reflect in meaningful ways. Portfolio of little use for some professions. (Could students build into a cumulative product ACBSP requirements?)

Need for a tool that helps students realize that/what they have learned from an educational development aspect.

Define what it means to have a baccalaureate education? Not just about “being a nurse” – what does it mean to be a baccalaureate prepared individual?

There is value in enabling grads to articulate their experience and communicate what they have learned.

Essential for some fields such as art. Crystallizes what they know. Tool has answered questions posed for 8 years.

Must build reflection into the portfolio and teach students how to do it. Granted students will have only a nascent notion of what they have learned.

Capstones and current culminating experiences and courses become incorporated in the portfolio.

Cafeteria gen ed plan – this forces them to draw connections between what can be random courses. Better advising in majors? No two experiences the same, but students can articulate to some degree what that experience was.

What’s the stick? How are faculty compensated for evaluating the portfolio? Meta-sampling level, assessment committee reviews. Faculty members in the majors will assess throughout the programs and then at the senior level.

Must be integrated into the fabric of the institution. Contrary to the growth mode? One hallmark of a maturing institution is the ability to manage tensions – growth against quality of the education experience. Portfolios will give us data one way or the other.

We assess what we value. We must articulate what we value in order to create a good assessment tool. Define what it is we are using the
assessment for. Our attitude will color the success or failure of this endeavor.

- Intro to major – EGR uses 0 credit marker intro experience to enter the major. Metacognition.
- Both assessment of students at the end of 4 years, also include alumni surveys for follow-up reflections once grads are in the field.
- Get assessment folks to champion the cause.
- Potential value added, CBU distinctive. Enhance student experience. Live your purpose – gives students a chance to reflect in that. Need to retrain students to reflect and teachers to make connections.

- Alternatives

Table motion for further discussion.

Meeting adjourned at 12:09pm.