

Armstrong

UNIVERSITY CURRICULUM COMMITTEE

University Hall 282

Minutes, April 2, 2014

PRESENT: Suzanne Carpenter, Becky da Cruz, Mirari Elcoro, Catherine Gilbert, Robert Harris, Jackie Kim, David Lake (Vice Chair), Kam Fui Lau, Lauren Mason, Rick McGrath (Chair), Phyllis Fulton (Catalog Editor)

ABSENT: Sara Gremillion, Denene Lofland, Anthony Parish

GUESTS: Laura Barrett, Delana Gajdosik-Nivens, John Hobe, John Kraft, Jeff Secrest, Teresa Winterhalter

CALL TO ORDER. The meeting was called to order at 3:07 by Vice Chair David Lake, who presided until Dr. McGrath arrived.

APPROVAL OF MINUTES. The minutes of March 5, 2014 were approved as presented.

ITEMS

I. College of Education

Item 1 from the College of Education was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.

1. **Create the following course:**

PLAE 2000 Prior Learning Documentation

2-0-2

Prerequisite: Permission of the instructor.

Techniques for the development of documentation for prior learning experiences based on standards and criteria established by academic and subject-matter professionals. Students prepare and submit documentation that provides a clear description of competencies obtained. Graded "Satisfactory" or "Unsatisfactory."

REQUESTED Effective Term: Fall 2014

CURCAT:

Major Department: College of Education

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 2

Grading Mode: S/U
Instruction Type: Lecture
Course Equivalent: none

Rationale: The Adult Learning Consortium and eMajor programs ask us to expand our Prior Learning Assessment (PLA) options; they believe that adult learners frequently come to universities already having achieved certain learning outcomes and only need the chance to demonstrate course competencies. PLA options include, but are not limited to, CLEP, credit by departmental examination, advanced placement credit, International Baccalaureate credit, and portfolio assessment. The ability to gain college credit through PLA options will facilitate adult learners' progress through college and help us achieve Complete College Georgia goals of improving retention, progression, and graduation rates.

Two cohorts of Armstrong faculty have completed (or are completing) PLA workshops and generally support including a portfolio PLA for students.

- 2012-2013 Cohort: Trish Holt (COE, Adult Education), Dennis Murphy (CLA Criminal Justice), Joy Reed (CST, Computer Science), Christine Moore (CHP, Respiratory Therapy), and Greg Anderson (Orientation and Advising).
- 2013-2014 Cohort: Barbara Hubbard (COE, Childhood Education), Matthew Draud (CST, Biology), Thomas Murphy (CST, Engineering), Sara Plaspohl (CHP, Public Health), Maya Clark (CHP, CSDS), Catherine Gilbert (CHP, Nursing), Carol Benton (CLA, Music), June Hopkins (CLA, History), Beth Howells (CLA, English), Melanie Link-Perez (CST, Biology), and Nancy McCarley (CST, Psychology).

Consider the proposed course with the following policy guidelines for implementation:

- Armstrong Policy:
 - Each college is to have a PLAX 2000 course, much like each college has a FYSX course for first class to facilitate tracking credit for faculty depending on the college in which they reside
 - When credit by exam is available, then portfolio is not an option
 - Portfolio option is available only when approved by department:
 - If course and SLOs are approved a priori, student must notify faculty/department of intent to submit a portfolio one semester prior to grade's due date
 - If course and SLOs are not approved a priori, student must request option from faculty/department two semesters prior to grades due date
 - Portfolios may be submitted only after successful completion of PLAX 2000
 - Students must submit evidence of learning to satisfy approved SLOs

- Students shall be charged a \$250 fee for each 3 credit submission where \$200 goes to the faculty member and \$50 to the institution
 - Awarded K credit
 - Valdosta's PLA 2000 course: Valdosta's PLA 2000 course is to be available to Armstrong students through the GoView system once Armstrong approves of this option for the Armstrong catalog.
- Proposed catalog entry:
- Prior Learning Assessment (PLA):** PLA is a process through which students identify areas of relevant learning from their past experiences, demonstrate that learning through appropriate documentation, and submit their materials so that they can be assessed. This assessment determines whether or not awarded academic credit will be awarded at Armstrong. The university works with students from diverse backgrounds to evaluate their prior learning and determine if it is commensurate with the standards and requirements of college-level learning. A total of 45 (proposed cap) semester hours can be earned through any combination of CLEP, credit by departmental examination, portfolio assessment, International Baccalaureate credit, and advanced placement credit. For more information about PLA at Armstrong, consult the PLA website at <<http://www.Armstrong.edu/???/>>.

Portfolio Assessment: Students use the PLA portfolio development process to document their prior learning. This process requires students to prepare and submit a collection of documents that establish and support their claim that they have specific relevant skills, knowledge, values, attitudes, understandings, achievements, experiences, competencies, training, and certifications that align with specific course objectives. The portfolio developed in the documentation course should not only describe the relevant experience; it must also identify the particular learning outcomes.

If prospective students have other learning experiences that may fit courses not served by departmental examination or by national standardized examination, they may be advised to consider prior learning assessment by portfolio. Students will then be advised to sign up for the PLA Documentation course (PLAX –Prior Learning Documentation). This course is the method by which students will develop documentation for the courses for which they hope to earn PLA credit. The PLA Documentation Course is a two credit-hour course and is taught by a PLA trained faculty member. In this course, students will learn how to develop the appropriate documentation sets for the classes for which they wish to seek credit. By the end of the semester, they should have materials ready to submit to faculty assessors from the program in which they are seeking credit. Students should be aware, however, that some courses are not available for portfolio assessment regardless of documentation. Individual

departments determine which courses, if any, are available for PLA credit by portfolio.

A. Adolescent and Adult Education (no items)

B. Childhood and Exceptional Student Education

Items 1-5 from the Department of Childhood and Exceptional Student Education were discussed and the undergraduate portions approved by the committee. They are being submitted to the Graduate Curriculum Committee and therefore are marked "For Information Only" for the report to the Senate.

1. Create the following course:

SPED 5010U/G TECHNOLOGY FOR THE SPECIAL EDUCATOR 3-0-3

Undergraduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education

Graduate Prerequisite: None

Description: Course covers methods for using technology to support and extend instruction, the appropriate use of assistive and adaptive technology, techniques for selecting and utilizing computer based instructional programs, and methods for developing multimedia-based interactive instructional materials.

Rationale: The content covered in SPED 3001 and EEXE 6010 will be addressed in SPED 5010U/G. Graduate students will complete an additional project analyzing technology for the special educator.

REQUESTED Effective Term: Fall 2014

CURCAT:

Major Department: Childhood and Exceptional Student Education

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: SPED 3001 (undergraduate), EEXE 6010 (graduate).

2. **Create the following course:**
SPED 5130U/G Assessment in Special Education **3-V-3**
Undergraduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education
Graduate Prerequisite: None
Description: Instruction in formal and informal assessment techniques and instruments appropriate for use in assessing students with disabilities. Demonstrates the use of assessment data to determine eligibility for services and to develop and evaluate individual education plans (IEP). A field experience is required.

Rationale: The content covered in SPED 3006 and EEXE 6130 will be addressed in SPED 5130U/G. Graduate students will complete an addition project analyzing assessment for the special educator.

REQUESTED Effective Term: Fall 2014

CURCAT:

Major Department: Childhood and Exceptional Student Education
Can course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: SPED 3006 (undergraduate), EEXE 6130 (graduate).

3. **Create the following course:**
SPED 5232U/G TEACHING MATHEMATICS AND DISABILITIES **3-V-3**
Undergraduate Prerequisites: Admission to Candidacy in the College of Education, SPED 5110U, SPED 5130U
Graduate Prerequisite: SPED 5110G, SPED 5130G
Description: Strategies and techniques for teaching mathematics through research based and technology enhanced approaches. A field experience is required.

Rationale: The content covered in SPED 4002 and EEXE 6232 will be addressed in SPED 5232U/G. Graduate students will complete an additional project analyzing research based and technology enhanced mathematics strategies and approaches.

REQUESTED Effective Term: Fall 2014

CURCAT

Major Department: Childhood and Exceptional Student Education
Can Course be repeated for additional credit? No
Maximum Number of Credit Hours: 3

Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: SPED 4002 (undergraduate), EEXE 6232 (graduate).

4. **Create the following course:**
SPED 5231U/G TEACHING READING AND DISABILITIES 3-V-3
Undergraduate Prerequisites: Admission to candidacy in the College of Education, SPED 5110U and SPED 5130U
Graduate Prerequisites: SPED 5110G, SPED 5130G
Description: Research based, multisensory, technology enhanced strategies and techniques for teaching reading, spelling, and written expression skills in an integrated process. A field experience is required.

Rationale: The content covered in SPED 4003 and EEXE 6231 will be addressed in SPED 5231U/G. Graduate students will complete an additional project analyzing research based enhanced reading, spelling, and written expression strategies and approaches.

REQUESTED Effective Term: Fall 2014

CURCAT

Major Department: Childhood and Exceptional Student Education
Can Course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Instruction Type: Lecture
Course Equivalent: SPED 4003 (undergraduate), EEXE 6231 (graduate).

5. **Create the following course:**
SPED 5400U/G TRANSITION PLANNING 3-V-3
Undergraduate Prerequisites: Admission to candidacy in the College of Education and SPED 4005 and SPED 5130G
Graduate Prerequisites: EEXE 6025 and SPED 5130G
Description: Offers strategies for working collaboratively with parents/guardians, a variety of support professionals and related personnel and agency staff to plan and provide appropriate special education services to individuals in various instructional settings, including transitions to secondary education or employment. Emphasizes skills required for team building. A field experience is required.

Rationale: The content covered in SPED 4008 and EEXE 6400 will be addressed in SPED 5400U/G. Graduate students will complete an additional

project analyzing planning and collaboration to facilitate inclusion and transition.

REQUESTED Effective Term: Fall 2014

CURCAT

Major Department: Childhood and Exceptional Student Education

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: SPED 4008 (undergraduate), EEXE 6400 (graduate).

Items 6-13 from the Department of Childhood and Exceptional Student Education were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

6. Modify the following course

ECUG 3060 ~~Language Development, Birth To Grade 5 Language Arts: Oral Language, Writing, Spelling and Grammar~~ **Language Arts: Oral Language, Writing, Spelling And Grammar** 3-V-3

Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education

~~Language development emphasizing oral language, phonics, diagnosing and evaluating children's literacy skills through observational procedures to meet the needs of a diverse population including ELL and students with special needs. Emphasizes proficiency in establishing a culturally sensitive family involvement program in order to develop children's literacy skills.~~

Developing foundational language arts skills emphasizing oral language, phonics, spelling, writing and grammar in primary and elementary grades to build the proficiencies required for reading, written and oral communication as well as self-expression. A field experience is required.

Rationale: These course title and description changes better explain course content.

REQUESTED Effective Term: Fall 2014

7. Modify the following course

ECUG 3071 ~~Literature and Language Arts~~ **Teaching Children's Literacy**

Prerequisites: Admission to Candidacy in the Department of Childhood and Exceptional Student Education, and EDUC 3200, ECUG 3040 and ECUG 3060

Co-Requisite: ECUG 3072

~~Emergence of reading/writing processes during preschool, kindergarten, and early first grade years and the methods of presenting and integrating literature in the curriculum.~~ Utilizing the language arts skills gained in earlier courses, children's literature focuses on authentic literature that connects children to books, teaches the criteria for evaluation and selection of books, the multiple genres of literature, and the value of opening the world of literature to young children. Attention to integration of literature into the classroom and various avenues for responding to literature are covered. A field experience is required.

Rationale: These course title and description changes better explain course content. The co-requisite change reflects a program of study addition to meet new state requirements.

REQUESTED Effective Term: Fall 2014

8. Delete the following course:

~~SPED 3001 TECHNOLOGY FOR THE SPECIAL EDUCATOR 3-0-3~~

Rationale: The content covered by SPED 3001 will be addressed in SPED 5010U/G.

REQUESTED Effective Term: Fall 2014

9. Delete the following course:

~~SPED 3006 Assessment, Eligibility, and IEP Development 3-0-3~~

Rationale: The content covered in SPED 3006 will be covered in SPED 5130U/G

REQUESTED Effective Term: Fall 2014

10. Delete the following course:

~~SPED 4002 TEACHING MATHEMATICS TO STUDENTS WITH DISABILITIES 3-V-3~~

Rationale: The content covered in SPED 4002 will be addressed in SPED 5232U/G.

REQUESTED Effective Term: Fall 2014

11. Delete the following course:

~~SPED 4003 TEACHING READING, SPELLING, AND WRITTEN
EXPRESSION TO STUDENTS WITH DISABILITIES 3-V-3~~

Rationale: The content covered in SPED 4003 will be addressed in SPED 5231U/G.

REQUESTED Effective Term: Fall 2014

12. Delete the following course:

~~SPED 4008 PLANNING AND COLLABORATION TO FACILITATE
INCLUSION AND TRANSITION 3-V-3~~

Rationale: The content covered in SPED 4008 will be addressed in SPED 5400U/G.

REQUESTED Effective Term: Fall 2014

13. Modify the following program of study:**B. Major Field Courses36 hours**

~~SPED 3001—Technology for the Special Educator~~
 SPED 5010U – Technology for the Special Educator
~~SPED 3006—Assessment, Eligibility, and IEP Development~~
 SPED 5130U – Assessment in Special Education
~~SPED 4002—Teaching Mathematics to Students with Disabilities~~
 SPED 5232U – Teaching Mathematics and Disabilities
~~SPED 4003—Teaching Reading, Spelling and Written Expression to Students with Disabilities~~
 SPED 5231U – Teaching Reading and Disabilities
 SPED 4004 – Curriculum and Instructional Strategies in the Content Areas
 SPED 4005 – Strategies for Developing Social Skills and Behavioral Controls
~~SPED 4008—Planning and Collaboration to Facilitate Inclusion and Transitions~~
 SPED 5400U – Transition Planning
 SPED 4740 – Internship I: Directed Field Based Research
 SPED 4750 – Internship II: Student Teaching

Rationale: The content covered in SPED 3001 is now addressed in SPED 5010 U/G. The content covered in SPED 3006 is now addressed in SPED 5130U/G. The content covered in SPED 4002 is now addressed in SPED 5232U/G. The content covered in SPED 4003 is now addressed in SPED 5231U/G. The content covered in SPED 4008 is now addressed in 5400U/G.

REQUESTED Effective Term: Fall 2014

II. College of Health Professions

- A. Diagnostic and Therapeutic Sciences (no items)
- B. Health Sciences (no items)

C. Nursing (no items)

D. Rehabilitation Sciences

Communication Sciences and Disorders

The agenda items from the Department of Rehabilitation Sciences were postponed at the request of the department and were not considered.

III. College of Liberal Arts

Items 1-3 from the College of Liberal Arts were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Create the following course:

PLAL 2000 Prior Learning Documentation

2-0-2

Prerequisite: Permission of the instructor.

Description: Techniques for the development of documentation for prior learning experiences based on standards and criteria established by academic and subject-matter professionals. Students prepare and submit documentation that provides a clear description of competencies obtained. Graded “Satisfactory” or “Unsatisfactory.”

REQUESTED Effective Term: Fall 2014

CURCAT:

Major Department: College of Liberal Arts

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 2

Grading Mode: S/U

Instruction Type: Lecture

Course Equivalent: none

Rationale: The Adult Learning Consortium and eMajor programs ask us to expand our Prior Learning Assessment (PLA) options; they believe that adult learners frequently come to universities already having achieved certain learning outcomes and only need the chance to demonstrate course competencies. PLA options include, but are not limited to, CLEP, credit by departmental examination, advanced placement credit, International Baccalaureate credit, and portfolio assessment. The ability to gain college credit through PLA options will facilitate adult learners' progress through college and help us achieve Complete College Georgia goals of improving retention, progression, and graduation rates.

Two cohorts of Armstrong faculty have completed (or are completing) PLA workshops and generally support including a portfolio PLA for students.

- 2012-2013 Cohort: Trish Holt (COE, Adult Education), Dennis Murphy (CLA Criminal Justice), Joy Reed (CST, Computer Science), Christine Moore (CHP, Respiratory Therapy), and Greg Anderson (Orientation and Advising).
- 2013-2014 Cohort: Barbara Hubbard (COE, Childhood Education), Matthew Draud (CST, Biology), Thomas Murphy (CST, Engineering), Sara Plaspohl (CHP, Public Health), Maya Clark (CHP, CSDS), Catherine Gilbert (CHP, Nursing), Carol Benton (CLA, Music), June Hopkins (CLA, History), Beth Howells (CLA, English), Melanie Link-Perez (CST, Biology), and Nancy McCarley (CST, Psychology).

Consider the proposed course with the following policy guidelines for implementation:

- Armstrong Policy:
 - Each college is to have a PLAX 2000 course, much like each college has a FYSX course for first class to facilitate tracking credit for faculty depending on the college in which they reside
 - When credit by exam is available, then portfolio is not an option
 - Portfolio option is available only when approved by department:
 - If course and SLOs are approved a priori, student must notify faculty/department of intent to submit a portfolio one semester prior to grade's due date
 - If course and SLOs are not approved a priori, student must request option from faculty/department two semesters prior to grades due date
 - Portfolios may be submitted only after successful completion of PLAX 2000
 - Students must submit evidence of learning to satisfy approved SLOs
 - Students shall be charged a \$250 fee for each 3 credit submission where \$200 goes to the faculty member and \$50 to the institution
 - Awarded K credit
 - Valdosta's PLA 2000 course: Valdosta's PLA 2000 course is to be available to Armstrong students through the GoView system once Armstrong approves of this option for the Armstrong catalog.

- Proposed catalog entry:

Prior Learning Assessment (PLA): PLA is a process through which students identify areas of relevant learning from their past experiences, demonstrate that learning through appropriate documentation, and submit their materials so that they can be assessed. This assessment determines whether or not awarded academic credit will be awarded at Armstrong. The university works with students from diverse backgrounds to evaluate their prior learning and determine if it is commensurate with the standards and requirements of college-level learning. A total of 45 (proposed cap) semester hours can be earned through any combination of CLEP, credit by departmental examination,

portfolio assessment, International Baccalaureate credit, and advanced placement credit. For more information about PLA at Armstrong, consult the PLA website at http://www.armstrong.edu/Departments/adult_learners/adult_prior_learning_assessment

Portfolio Assessment: Students use the PLA portfolio development process to document their prior learning. This process requires students to prepare and submit a collection of documents that establish and support their claim that they have specific relevant skills, knowledge, values, attitudes, understandings, achievements, experiences, competencies, training, and certifications that align with specific course objectives. The portfolio developed in the documentation course should not only describe the relevant experience; it must also identify the particular learning outcomes. If prospective students have other learning experiences that may fit courses not served by departmental examination or by national standardized examination, they may be advised to consider prior learning assessment by portfolio. Students will then be advised to sign up for the PLA Documentation course (PLAX –Prior Learning Documentation). This course is the method by which students will develop documentation for the courses for which they hope to earn PLA credit. The PLA Documentation Course is a two credit-hour course and is taught by a PLA trained faculty member. In this course, students will learn how to develop the appropriate documentation sets for the classes for which they wish to seek credit. By the end of the semester, they should have materials ready to submit to faculty assessors from the program in which they are seeking credit. Students should be aware, however, that some courses are not available for portfolio assessment regardless of documentation. Individual departments determine which courses, if any, are available for PLA credit by portfolio.

2. Create the Minor in Tourism Studies (15 hours):

Required (3 credits):

SOCI 3700 Sociology of Tourism or GEOG 5860U Tourism Geographies

Remaining 12 credits to be selected from this list, with at least nine hours from two disciplines other than the student's major.

ANTH 4020 Archaeology of the Southeast

BIOL 3470 Environmental Restoration

COMM 3060 Public Relations

ENGL 3720 Business and Technical Writing

ENGL 5700U Promotional Writing

FREN 3040 Business French

HIST 5810U History of American Architecture

HIST 5830U Historic Preservation

HIST 5850U Heritage Tourism

HIST 5870U Museum Studies

JOUR 3460 Travel and Tourism Writing

SPAN 4130 Business Spanish

***Other courses may be substituted by program coordinator as topics are deemed appropriate.**

Rationale: To prepare students with the skills and knowledge to serve as leaders in the tourism industry.

REQUESTED Effective Term: Spring 2015

USG Rule for minors: A minor must contain 15 to 18 semester hours of coursework with at least 9 hours of upper-division coursework. Courses taken to satisfy Core Areas A through E may not be counted as coursework in the minor. Core Area F courses may be counted as coursework in the minor.

Program Description:

The minor in Tourism is an interdisciplinary program designed to prepare students with the skills and knowledge to serve as leaders in the tourism industry. It provides a comprehensive academic foundation for all students, both experienced professionals and those new to the field. Students completing this minor will be able to enhance their career opportunities and their communities through an understanding of the local, regional, and global implications of tourism.

Program Goals:

1. To equip students with a broad knowledge of theory and research in tourism.
2. To provide a strong research component focused on the needs and critical evaluation of tourism.
3. To prepare students for careers in the public and private sectors.
4. To encourage originality and creativity in the representation of and rhetorical approaches to the tourism industry.
5. To equip students with a broad knowledge of theory and research in tourism.
6. To provide a strong research component focused on the needs and critical evaluation of tourism.
7. To prepare students for careers in the public and private sectors.
8. To encourage originality and creativity in the representation of and rhetorical approaches to the tourism industry.

Program Outcomes:

Upon completion of the minor in Tourism, students will be able to:

1. Identify and analyze historical events and their effects on the development of tourism.
2. Articulate levels of civic responsibility within tourism contexts at local, regional, national, and global levels.
3. Employ proficient written and oral communication skills necessary for community outreach, customer service, and organizational teamwork.

4. Apply knowledge and skills to experiential learning opportunities (such as internships and study abroad experiences).
5. Demonstrate knowledge of current events and future trends, including sustainability and the global impact of travel and tourism.

3. Modify the following Program of Study for Law & Society

PROGRAM FOR THE DEGREE OF BACHELOR OF ARTS IN LAW AND SOCIETY

- | | | |
|---|---|---------------------|
| C. Approved Electives | 15 hours | 6 hours |
| 15 hours of any 3000 or above level courses | 6 hours of approved electives at the 3000+ level | |
| D. Free Electives | 9 hours | 18 hours |

Rationale: The change in upper division and lower division electives reflects the practice in use for this major. The change in wording from “approved electives” to “any 3000 or above level courses” is what is needed for DegreeWorks.

REQUESTED Effective Term: Fall 2014

A. Art, Music, and Theatre (no items)

B. Criminal Justice, Social and Political Science

Items 1-2 from the Department of Criminal Justice, Social and Political Science were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Modify the following Program of Study:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

Track I: General Criminal Justice

- | | | |
|--|---------------------|--------------------|
| D. Approved electives | 21 | 6 hours |
| 6 hours of approved electives must be at the 3000+ level | | |
| E. Free Electives | 15 hours | |

Rationale: The change in upper division and lower division electives reflects the practice in use for this major. The change in wording from “approved electives” to “any 3000 or above level courses” is what is needed for DegreeWorks.

REQUESTED Effective Term: Fall 2014

2. Modify the following Program of Study

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

Track II: Cyber Security

D. Approved Electives 6 hours

6 hours of approved electives at the 3000+ level. If internship is less than 12 credit hours, those hours are to be made up in upper-level (3000+) electives.

E. Free Electives 12 hours

Rationale: The change in upper division and lower division electives reflects the practice in use for this major. The change in wording from “approved electives” to “any 3000 or above level courses” is what is needed for DegreeWorks.

REQUESTED Effective Term: Fall 2014

- C. Economics (no items)
- D. Gender and Women's Studies (no items)
- E. History (no items)
- F. Languages, Literature, & Philosophy (no items)
- G. Liberal Studies (no items)
- H. Honors Program (no items)

IV. College of Science and Technology

- A. Biology (no items)
- B. Chemistry and Physics

Items 1-3 from the Department of Chemistry and Physics were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF ARTS IN CHEMISTRY

- A. General Requirements
 - Core Areas A, B, C, D, and E 42 hours
 - Chemistry majors are required to take MATH 1113 in Core Area A and MATH 1161 in Core Area D
 - Area F 18 hours
 - CHEM 1211 and 1212 (and labs) – Principles of Chemistry I, II (unless taken to satisfy Area D, in which case replace with 8 hours of lower division electives)
 - Choose one sequence from:
 - PHYS 1111K – Introductory Physics I and PHYS 1112K – Introductory Physics II or
 - PHYS 2211K – Principles of Physics I and PHYS 2212K – Principles of Physics II

One hour excess for MATH 1161 from Core Area D	
One hour lower division approved elective	
Physical Education	3 hours
First-Year Seminar	1 hour

Rationale: See below

2. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN CHEMISTRY

A. General Requirements	
Core Areas A, B, C, D, and E	42 hours
Chemistry majors are required to take MATH 1113 in Core Area A and MATH 1161 in Core Area D	
Area F	18 hours
CHEM 1211 and 1212 (and labs) – Principles of Chemistry I, II (unless taken to satisfy Area D, in which case replace with 8 hours of lower division electives)	
Choose one sequence from:	
PHYS 1111K – Introductory Physics I and PHYS 1112K – Introductory Physics II or	
PHYS 2211K – Principles of Physics I and PHYS 2212K – Principles of Physics II	
One hour excess for MATH 1161 from Core Area D	
One hour lower division approved elective	
Physical Education	3 hours
First-Year Seminar	1 hour

Rationale: See below

3. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN APPLIED PHYSICS

A. General Requirements	
Core Areas A, B, C, D, and E	42 hours
Applied physics majors are required to take MATH 1113 in Core Area A and MATH 1161 in Core Area D	
Area F	18 hours
PHYS 2211K, 2212K – Principles of Physics I, II (unless taken to satisfy Area D, in which case replace with 8 hours of lower division electives)	
MATH 2072 – Calculus II	
MATH 2083 – Calculus III	
One hour excess for PHYS 1000 or from any science or math course approved by the physics faculty	
Physical Education	3 hours
First-Year Seminar	1 hour

- C. Related Field Courses 23 hours
- CHEM 1211 – Principles of Chemistry I (and lab)
 - CHEM 1212 – Principles of Chemistry II (and lab)
 - CSCI 1301- Introduction to Programming Principles or ENGR 1371 – Computing for Engineers
 - MATH 2160 – Linear Algebra
 - MATH 3411 – Differential Equations
 - A three semester-hour upper-division math course (3000 or 4000 level, excluding MATH 3411, 3900, 3911, 3912, 3932, 4000, 4750, 4900, 4910, 4961, 4962, 4963, 5412U, 5600U, 5700U, 5900U, 5911U), ~~approved by the physics faculty.~~
 - Three semester hours of related field electives approved by the physics faculty.

Rationale: Approved electives were more precisely defined for the sake of better advisement through DegreeWorks for all three degrees. The list of excluded math courses are education-oriented math courses that are not appropriate for the Applied Physics degree. The Physics faculty found it more expedient to define what should be excluded than what is included.

REQUESTED Effective Term: Fall 2014

- C. Computer Science and Information Technology (no items)
- D. Engineering Studies (no items)
- E. Mathematics (no items)
- F. Psychology (no items)

OTHER BUSINESS

- A. Informational Item: POLS 5120U/G renumbered to POLS 5140U/G.** The number used for creation of Asian Regional Security, POLS 5120U/G, has been previously used. The number is being changed to POLS 5140U/G.
- B. Informational Item: Area D for B.S. in Medical Laboratory Science.** It was discovered that there is conflicting information in the catalog that goes back at least to 1998. In the current catalog on page 72, Medical Laboratory Science is listed under Clinical Health Majors, which indicates Area D.IIB in the Core. However, on page 100 in the degree program it specifies Area D.IIA. Assistant Dean Donna Brooks and Department Head Dr. Doug Masini have requested that this long-standing typo be changed: Medical Laboratory Science uses Area D.IIB.
- C. Informational Item: BOR Approval of the B.S. in Business Economics.** Dr. Linda Bleicken announced that the Board of Regents has approved the B.S. in Business Economics for Fall 2014.
- D. Graduate Curriculum Committee e-meeting.** Ms. Fulton announced that the Graduate Curriculum Committee, which held its last scheduled meeting on March

26, voted to have an e-meeting after today's UCC meeting in order to consider the 5000-level courses being created by the Department of Childhood and Exceptional Student Education.

E. University Curriculum Committee elections. There was brief discussion about UCC elections and whether/how they had been conducted in the various colleges. Since elections were not completed in time for today's meeting and since Dr. McGrath has completed his fourth consecutive year, Vice Chair David Lake will act for the committee if any emergency items arise during the summer.

ADJOURNMENT. The meeting was adjourned at 3:49 p.m.

Respectfully submitted,

Phyllis L. Fulton
Catalog Editor and Secretary to the Committee