

Approved December 18, 2012

**College of Arts and Sciences
COMMITTEE ON THE CURRICULUM**

**Meeting Minutes
December 11, 2012**

Present: Andy Bernstein, Jerusha Detweiler-Bedell, Jeff Feld-Gore, Jim Grant, Judy Finch, Tuajuanda Jordan, Joel Martinez, Bethe Scalett, Freddy Vilches, Sara Rangel, Julia Yeckes, Tamara Ko, recorder.

Absent: Dan Kelley, Peter Kennedy

Guests: Margot Black, Director of Math Skills Center; Paul Powers, Director of Exploration & Discovery

The meeting was convened at 3:33pm.

Minutes from November 20 and November 27 were unanimously approved.

I. CS 102 Discussion

Director Black informed the Committee that a team effort is needed in determining the next steps for CS 102. She has noted that students who enroll in CS 102 have varying mathematical abilities and it is a mistake that the course is only meant to capture those who do not pass the quantitative reasoning exam. Director Black queried what the Committee envisions for students who take the CS 102 and how they should get there. Despite students who do take CS 102, there are still some basic math skills that they do not always acquire (skills that are desired and required by the sciences). What is the College's commitment to increasing quantitative reasoning on campus? Director Black sees the second semester of E&D as being a possible option for increasing students' quantitative reasoning proficiency.

Associate Dean Grant pointed out that students are required to pass a certain bar in order to enroll in a quantitative reasoning class. While there are a number of ways to pass such a standard, the ultimate way is to take CS 102. Even with a well-defined quantitative reasoning exam, there will be a certain number of students who may not have the necessary skills in order to pass but the College does have a certain obligation to help them once they are officially enrolled as LC students. Professor Bernstein noted the attempt to try to configure CS 102 into a hybrid that would teach skills desired by both the math and science departments, and how some basic math skills have been awkwardly added into the original idea of CS 102.

Registrar Finch stated that many colleges do not grant credit for a remedial math course for good reason; the College used to offer credit for MATH 055 and the fact is that credit for remedial math should not be counted towards graduation. CS 102 was originally meant to be an algebra course as the math department had received a Teagle Grant a few years back as opposed to an introductory math skills course. The initial desire in creating CS 102 was to create a parallel quantitative course against MATH 055 and then perform a comparative study. However, when Former Director Sue Benowicz retired, it was decided that MATH 055 would be replaced with the newly designed CS 102.

Registrar Finch would propose that the two differing areas be separated again, allowing CS 102 to stand on its own. Director Black does believe that the two entities work well together but that there are some extreme outliers in the data.

Discussion was postponed due to time constraints.

II. General Education Discussion

The main question that Director Powers has for the Committee is gleaning its perception of how E&D is progressing, trends, and how to disaggregate the data. Currently, he has two years' worth of senior surveys and while it is not a big enough data pool to provide a strong analysis, it does give a sense of student self-assessment for E&D accomplishments. The strongest numbers are from the students' perceived gains in being able to interpret text and write critically. Could the program be better? Probably. Should the College try to make it better? Yes. However, the program is not falling apart.

The other pool of data that Director Powers is trying to obtain are the general College teaching evaluations although those vary widely from section to section. Some sections are off the charts excellent while some are definitely on the other end of the spectrum.

Professor Bernstein believes that it would be a good idea to break down the whole data of the senior survey data and see how individual scores fall. His sense is that knowing the individual scores would help with pinpointing the specific trouble areas. However, Dean Jordan also warned against becoming too focused on some of the minute details because that is not the most important factor right now.

Associate Dean Grant noted that these seniors are reflecting on courses taken three years ago, and a lot of moderation will occur in that timeframe. It would be interesting to see data from the first year in order to have a comparison. Associate Dean Feld-Gore pointed out that self-reports are usually inflated or deflated, and these would need to be compared to the average class scores. Ms. Yeckes finds it hard to grasp E&D as a whole since the individual sections can be so different from each other. Is there some standard that professors are given before they teach

E&D? Director Powers responded that there are meetings that occur before and after each semester and that the teaching faculty are given guidebooks. Faculty members are given a framework that needs to be followed but it leaves a lot of room for interpretation.

Director Powers has been struggling with how to understand the currently available data and what it means for retention. The individual sections of E&D do create some serious outliers and so it can be a bit of a challenge to understanding what exactly all the data means. He will be sending the Committee some raw data prior to next week's meeting.

III. Course Proposal Subcommittee

BIO 151 Investigate Genetics/Evolution

This course proposal changes the course restriction to give priority to freshmen and sophomores.

BIO 198 Dinosaurs

This is a new course being proposed as a one-time summer offering.

IS 240 Irish History through Literature

IS 241 Social Change in Ireland

IS 242 Irish Theatre

IS 250 Political Economy of Ireland

These courses are being added as new courses and belong to the Ireland overseas program.

MUP 121 Beginning Gamelan Class

MUS 221 Intermediate Gamelan Class

These two proposals remove course fees.

MUP 299 Independent Study

This is a new course that allows for private lessons of any particular instrument.

PHIL 451 Philosophy Study: History of Philosophy

PHIL 452 Philosophy Study: Topics in Value Theory

PHIL 453 Philosophy Study: Epistemology

These courses can be taken repeatedly for credit with a change of topic. However, Registrar Finch said that realistically, students will not be repeating the classes more than twice.

RHMS 320 Health Narratives

This is a new course that will eventually replace RHMS 420, adding more options on the 300 level.

All course proposals were unanimously approved.

IV. Munich Program

By policy, the College does not allow for students to overload without a 3.0 GPA minimum and advisor approval. The Overseas Office also has not historically allowed overloading for their participants because taking courses in a new language/culture/country is already a significant load. However, the Munich Program has proven to be a slightly different situation, with the fall semester including a pre-semester course that essentially transitions the students to the culture and language. This pre-semester course occurs prior to the actual fall semester courses that are offered through the partner university.

If students are awarded credit for these courses though, the resulting 20 credits will automatically be considered an overload. The foreign languages department has drafted a proposal that has already been vetted by Director Larry Meyers, asking that those participants be granted an exception.

In the fall semester of the Munich Program, students would be granted the four-credit pre-semester course, as well as the other 16 credits. In the spring semester, students can take up to 19 credits OR take four four-credit courses (with the stipulation that two of those courses are LC-sponsored and the other two are based at the partner university), and then apply to the department chair of foreign languages in order to take another course up to a normal overload year. This would not be a possibility without the 2:2 stipulation.

The rationale behind this proposal is that a student would be allowed to overload on campus if s/he had advisor approval and a minimum 3.0 GPA. Students who are approved to participate in overseas programs are already required to have a minimum 3.0 GPA and the department chair would be taking the place of the advisor. Registrar Finch does not personally see an issue with this policy and Director Meyers supports this as well.

A vote by the Committee will amend the policy in the catalog – although not necessarily change the actual language – and it will be noted that the Munich Program is the exception to the overload policy.

This proposal was unanimously approved.

V. Other Business

The last faculty meeting brought up the possibility of an additional exception for first-years in terms of the new major declaration policy. Co-Chair Detweiler-Bedell said that the exception is worth consideration, although the concern seems more aimed at juniors who have not declared. She asked Registrar Finch if it would be possible to get data about first-year students who have earned 45 credits after one semester (these would be including any AP/IB credit and/or college

credit). Registrar Finch said that would be possible but only a handful of first-year students come in with 40 credits. She is concerned that as more and more exceptions start getting built into the policy, it becomes more complicated and harder to understand.

Discussion was postponed due to time constraints.

VI. Next Meeting

Given the many ongoing discussion items, it was decided that there should be a meeting held next week even though it is during final examinations.

The meeting was adjourned at 4:46pm.