

CURRICULUM COMMITTEE MEETING MINUTES – 10/10/06

Members present: Carlos Almada, Madhu Bhandary, Kitty Fouche, Hongying Dai, Baiqiao Deng, Cindy Henning, Tim Howard, Eugen Ionascu, Ron Linton, Brian Muse, Renjin Tu

Meeting Minutes:

1. BA Math & Secondary Education - proposed amendment (Cindy) – **DISCUSSION & VOTE**

The proposed amendment to add the parenthetical expression “(This course may be a Guided Elective in Area F)” to the Area G required course, EDUC 2130, Exploring Learning and Teaching was approved. Rationale: this flexibility allows students to complete the program with 123 hours, rather than 126 hours.

2. New course prefix: STAT (Ron) - **DISCUSSION & VOTE**

The following proposal was approved: “For future curriculum proposals, including those for new courses or modification to existing courses, the course prefix of STAT may be considered in lieu of MATH.” Rationale: this prefix will likely make the planned minor in applied statistics more attractive to students, and courses in the minor will required 1127, rather than the mathematics courses 2115 or 3175. Issues considered in the discussion include:

- *Will the change of course prefix from MATH to STAT affect the 18 credit-hour SACS requirement in the discipline for those part-time faculty teaching 1127?*
- *Will the change of course prefix from MATH to STAT affect course choices for mathematics education students?*
- *Will the STAT prefix be used for masters level courses?*
- *Will cross-listing courses as MATH/STAT xxxx be beneficial?*

3. Recommended programs of study (Brian) – **FIRST READING (10 MINUTES)**

The following faculty volunteered to review the four draft programs of study proposed by Brian:

- *Actuarial Science Concentration: Brian*
- *Applied Statistics Concentration: Renjin, Madhu, Daisy*
- *BS and BA: Baiqiao and Eugen*

These volunteers agreed to offer final drafts for faculty discussion and vote at the November Curriculum Committee meeting. (My question: do we need such a recommended program for the BAMSE major, Cindy???)

4. Guided electives (Brian) – **FIRST READING (10 MINUTES)**

The following faculty volunteered to propose a specific list of guided elective courses for each of the programs:

- *Actuarial Science Concentration: Brian*
- *Applied Statistics Concentration: Renjin, Madhu, Daisy*
- *BS and BA: Baiqiao and Eugen*

These volunteers agreed to offer guided elective lists for faculty discussion and vote at the November Curriculum Committee meeting. These must be 1XXX or 2XXX courses. In the discussion about guided electives, it was understood that the finalized lists would be entered into BANNER and students would be required to select from the appropriate list when registering, i.e., if a student does not select an appropriate number of general electives from that list, the DER will show them lacking in Area F, guided electives.

5. Policies and procedures for new course and new program proposals (Tim) – **FIRST READING (20 MINUTES)**

The following proposal was read and briefly discussed:

- 1. New course proposals and new program proposals (minors, majors, graduate degrees) should be available to all curriculum committee members at least one week in advance of a curriculum committee vote. Exceptions to this could be granted by a majority vote of the curriculum committee.*
- 2. Each new course proposal should include a stated rationale that discusses what the course is intended to accomplish in the program(s) it will affect. We should expect to see some indication of how the accomplishment of these goals will be measured.*
- 3. Each new course proposal should include evidence that there is demand for such a course or an explanation of why we should waive this requirement. A majority vote of the curriculum committee should be required to actually waive the requirement.*
- 4. Each new course proposal should list the resources necessary for the course to operate as designed. There should be a summary of any NEW resources required and a projection of the costs entailed in obtaining those resources.*
- 5. Each new program proposal should include state the program's objectives. We should expect to see some indication of how the accomplishment of these objectives will be assessed.*
- 6. Each new program proposal should include evidence that there is sufficient demand for the program or an explanation of why we should waive this requirement. A majority vote of the curriculum committee should be required to actually waive the requirement.*
- 7. Each new program proposal should list the resources necessary for the program to operate as designed. There should be a summary of any NEW resources required and a projection of the cost entailed in obtaining those resources.*

Rationale: This policy is intended to give faculty adequate time to consider proposals and an opportunity to discuss and evaluate important issues such as student demand, resource requirements, and demand for such student experiences by regional employers and graduate programs. It was expressed that BOR is not so concerned with duplication of programs between state institutions as long as student demand and employer/grad school demand is well documented.

All faculty agreed to review this policy and be ready to discuss and vote on it at the November meeting.

6. Feasibility study for Applied Mathematics Masters program (Tim) – **FIRST READING (10 MINUTES)**

It's going to be important for us to precede a new degree proposal with a solid feasibility study that addresses the following:

1. How the program fits with goals in the university's strategic plan (see <http://www.colstate.edu/spc/goals.asp>, especially Goal 11).
2. The program will have a positive effect on the local, regional, and/or state economies.

3. The program is somehow distinctive in its construction and/or in the students it will serve from programs available at other institutions in the region (Auburn, Georgia State, Kennesaw, Georgia Tech, University of Georgia).

Discussion of this item was included in the discussion of #5: Such a feasibility study should focus on persuading CSU faculty and administration that the program addresses the first two concerns above, as well as thoroughly documenting student demand.