

Academic Affairs Committee  
Tuesday, September 9, 2014  
10:00 a.m., EHFA 164

Attendees:

Teresa Burns, Chair, Science	Dustin Thorn, Science
Dennis Rauch, Business	Mark Mitchell, Business
Jamia Richmond, Education	Richard Costner, Education
Richard Aidoo, Humanities	Arne Flaten, Humanities
Allison Faix for Amy Fyn, Library	Michael Ruse, University College
Dan Lawless, Registrar's Office	John Beard, Provost Office

Absent:

Amanda Craddock, Admissions

Guests:

Steven Bleicher, Humanities	Prashant Sansgiry, Science
Margaret Fain, Core Curriculum	Sara Brallier, Science and Core Curriculum

I. Welcome and Introductions

Dr. Teresa Burns welcomed everyone in attendance and called the meeting to order. Committee members introduced themselves and the college they represented.

II. Chair Report

With this being the first meeting of the academic year, a Chair Report was not necessary. However, Dr. Burns asked members to please be aware of the proposals being brought forward from their college and to review those proposals in good stewardship.

In addition, Dr. Burns reminded members that the Academic Affairs meetings will take place from 10:30-12:30 for this semester, and the October 7, 2014, meeting will be held in Kearns Hall 205 from 10:30-12:30.

III. Consent Agenda

*Proposals for Changes In, Restoration Of, or Removal of an Undergraduate Course*

College of Science – Department of Chemistry/Physics

CHEM 441                      Physical Chemistry

**Proposed changes:** Course change **Change in title of course from:** Physical Chemistry **to:** Physical Chemistry I **Proposed course description:** Physical Chemistry I. (3) (Prereq: MATH 161 or MATH 260, PHYS 202 or PHYS 212, and CHEM 112) (Coreq: MATH 260 and CHEM 441L) Theories and laws relating to chemical and physical changes including gas properties,

thermodynamics, kinetic theory of gases and kinetics of chemical reactions. F. **Justification:** The title has been changed in the catalog but has not been changed in the program evaluation and in the transcripts for students. I have been told that the title changes need to go through Faculty senate for approval even though the catalog has changed. **Impact on existing academic programs:** None **Financial costs associated with this request:** None. **Semesters offered:** Fall **Committee action:** Proposal was approved and will be submitted to Faculty Senate for the October 2014, meeting.

CHEM 441L                      Physical Chemistry Laboratory

**Proposed changes:** Course change **Change in title of course from:** Physical Chemistry Laboratory **to:** Physical Chemistry I Laboratory **Proposed course description:** Physical Chemistry I Laboratory. (1) (Prereq: CHEM 321) (Coreq: CHEM 441) Applications of physical chemistry techniques. F. **Justification:** The title has been changed in the catalog but has not been changed in the program evaluation and in the transcripts for students. I have been told that the title changes need to go through Faculty senate for approval even though the catalog has changed. **Impact on existing academic programs:** None. **Financial costs associated with this request:** None **Semesters offered:** Fall **Committee action:** Proposal was approved and will be submitted to Faculty Senate for the October 2014, meeting.

CHEM 442                      Physical Chemistry

**Proposed changes:** Course change **Change in title of course from:** Physical Chemistry **to:** Physical Chemistry II **Proposed course description:** Physical Chemistry II. (3) (Prereq: CHEM 441) (Coreq: CHEM 442L) Theories and laws relating to molecular structure including quantum chemistry, statistical thermodynamics, determination of molecular structure and electric and magnetic properties of molecules. S. **Justification:** The title has been changed in the catalog but has not been changed in the program evaluation and in the transcripts for students. I have been told that the title changes need to go through Faculty senate for approval even though the catalog has changed. **Impact on existing academic programs:** None **Financial costs associated with this request:** None **Semesters offered:** Spring **Committee action:** Proposal was approved and will be submitted to Faculty Senate for the October 2014, meeting.

CHEM 442L                      Physical Chemistry Laboratory

**Proposed changes:** Course change **Change in title of course from:** Physical Chemistry Laboratory **to:** Physical Chemistry II Laboratory **Proposed course description:** Physical Chemistry II Laboratory. (1) (Prereq: CHEM 441L) (Coreq: CHEM 442) Application of physical chemistry techniques for the determination of molecular structure. S. **Justification:** The title has been changed in the catalog but has not been changed in the program evaluation and in the transcripts for students. I have been told that the title changes need to go through Faculty senate for approval even though the catalog has changed. **Impact on existing academic programs:** None. **Financial costs associated with this request:** None **Semesters offered:** Spring **Committee action:** Proposal was approved and will be submitted to Faculty Senate for the October 2014, meeting.

College of Science – Department of Psychology/Sociology

PSYC 489                      Special Topics in Psychology

**Proposed changes:** Course change **Change in prerequisites from:** Permission of the Instructor **to:** PSYC 101 **Course restrictions:** This course is repeatable for credit. Students may complete different topic names for repeatable credit. No credit limit. **Proposed course description:** 489 Special Topics in Psychology. (3) (Prereq: PSYC 101) A topical or research interest not offered in an existing course. May be repeated for credit under different topics. **Justification:** Our department was under the assumption PSYC 489 was repeatable for many years. The registrar's office recently told us it is not marked that way in their system and that we needed to complete this form to make the official change. Students should have basic knowledge in psychology, satisfied by completion of PSYC 101, to enroll in PSYC 489. **Impact on existing academic programs:** None. **Financial costs associated with this request:** None. this is only an administrative change in the system for the registrar's office **Semesters offered:** Varies **Committee action:** Proposal was approved and will be submitted to Faculty Senate for the October 2014, meeting.

SOC 497                      Senior Thesis

**Proposed changes:** Course change **Change in prerequisites from:** Senior Standing, SOC 330, SOC 331 **to:** Senior Standing, SOC 330, SOC 331 and Psyc 225/225L (or equivalent statistics course) **Change in co-requisites from:** None **to:** SOC 497L **Proposed catalog description:** Senior Thesis. (3) (Prereq: Senior standing, SOC 330, SOC 331, and PSYC 225/225L (or equivalent Statistics course)) (Coreq: SOC 497L) Each student plans and executes an original research project under a sociologist's supervision. F,S. **Justification:** Statistics used to be required for SOC 331, and because SOC 331 is required for SOC 497 (Senior Thesis), the prerequisite of Statistics for SOC 497 was implied. However, with recent changes Statistics is no longer a prerequisite for SOC 331, so we need to add it as a pre-requisite for SOC 497. Also, the new course description should list the required SOC 497L as a co-requisite. **Impact on existing academic programs:** None **Financial costs associated with this request:** None. This is just a technical change; a statistics course has always been a requirement for SOC majors. **Semesters offered:** Fall, Spring **Committee action:** Proposal was approved and will be submitted to Faculty Senate for the October 2014, meeting.

SOC 497L                      Senior Thesis Lab

**Proposed changes:** Course change **Change in prerequisites from:** Senior Standing, SOC 330, SOC 331 **to:** Senior Standing, SOC 330, SOC 331, and Psyc 225/225L (or equivalent statistics course) **Change in co-requisites from:** None **to:** SOC 497 **Proposed catalog description:** Senior Thesis Lab. (1) (Prereq: Senior standing, SOC 330, SOC 331, and PSYC 225/225L (or equivalent statistics course)) (Coreq: SOC 497) Exercises and assignments supplement the material presented in Sociology 497. F, S. **Justification:** Statistics used to be required for SOC 331, and because SOC 331 is required for SOC 497 (Senior Thesis), the prerequisite of Statistics for SOC 497 and SOC 497L was implied. However, with recent changes Statistics is no longer a prerequisite for SOC 331, so we need to add it as a pre-requisite for SOC 497 and SOC 497L. **Impact on existing academic programs:** None. **Financial costs associated with this request:** None. This is just a technical change; a statistics course has always been a requirement for SOC majors. **Semesters offered:** Fall, Spring **Committee action:** Proposal was approved and will be submitted to Faculty Senate for the October 2014, meeting.

### III. New Business

#### A. Core Curriculum Draft with Goals, Objectives, and Learning Outcomes

Margaret Fain, Director of the Core Curriculum, addressed the committee regarding the framework proposal for the possible changes to the core curriculum.

Ms. Fain explained that the Core Curriculum Committee has worked diligently over the past three years to deliver a framework where students are allowed greater flexibility, courses are not pigeon-holed into specific core goals, and where student skills become the focus. Margaret continued by stating that the ability, or lack thereof, to assess the core curriculum was the reason a new conversation began – and the reason for this proposal.

With several disciplines not covered in the framework proposal, various members expressed concern, and Dr. Flaten read an email from a concerned faculty member with the College of Humanities and Fine Arts. Ms. Fain explained that while there are no specific courses noted in the current framework proposal, it does not indicate that areas will be excluded. Ms. Fain continued to explain that the Core Curriculum Committee hopes that departments will create or move courses into the core curriculum based on the new student learning outcomes. Departments that are interested in placing courses into the core curriculum should submit their request through the Core Curriculum Committee. The Core Curriculum Committee will then review and approve submitted classes for inclusion. .

A motion to approve the proposed core curriculum framework was made by Dr. Michael Ruse and seconded by Dr. Richard Costner, with the following editorial changes to the first sentence of the Mission Statement: “The purpose of the Core Curriculum is to provide an educational foundation in the liberal arts tradition that promotes *inquiry, creativity, and critical thinking*”.

Core Curriculum (32-41 hours)

Mission:

The purpose of the Core Curriculum is to provide an educational foundation in the liberal arts tradition that promotes *inquiry, creativity, and critical thinking*.

The Core Curriculum provides opportunities for students to develop skills in the following: critical thinking and reasoning, written and oral communication, and quantitative and information literacy.

The Core Curriculum provides opportunities for students to apply the above mentioned skills in the practice of the sciences, the social sciences, and the humanities and arts in the context of global and diverse cultural perspectives.

## 1. Core Skills (13-21 hours)

Goal: The Core Curriculum seeks to develop skills in reasoning, reading, writing, and quantifying, as well as a variety of information and communication skills

Objective: Students will utilize these skills in order to understand, question, revise, and generate knowledge.

### A. Critical thinking and reasoning (3 hours)

Learning Outcomes: Students will be able to:

1. identify arguments
2. evaluate arguments through reasoning
3. formulate arguments for a thesis

### B. Critical Reading, Writing, and Information Literacy (4-8 hours)

Learning Outcomes: Students will be able to:

1. read for critical comprehension
2. write for a specific audience and purpose, employing discipline-specific language
3. locate, evaluate, and apply information appropriate to a specific audience and purpose

### C. Communication Across Cultures (3-6 hours)

Learning Outcomes: Students will be able to:

1. apply foreign language skills consistent with the level of study
2. identify cultural perspectives through language study

### D. Quantitative Literacy (3-4 hours)

Learning Outcomes: Students will be able to:

1. interpret quantitative results in context
2. apply mathematical and/or statistical concepts to solve problems

## II. Critical Inquiry (19-20 hours)

Goal: The Core Curriculum seeks to introduce students to methods of inquiry and practice within and across disciplines, including scientific concepts and the practice of scientific inquiry, individual and social human behavior, and humanistic thought and expression from a national and global perspective.

**All students are required to take one course in Science, two courses with different prefixes in Human and Social Behavior, and two courses with different prefixes in Humanistic Thought and Expression. In addition, students must take one additional course from any one of the inquiry areas.**

A. Science (4 hours)

Objective: Students will recognize scientific evidence and apply the basic principles of scientific inquiry.

Learning Outcomes: Students will be able to:

1. apply the methods of scientific inquiry
2. analyze evidence using scientific methods

B. Human and Social Behavior (6 hours)

Objective: Students will recognize a variety of social perspectives and contexts, and identify connections among individual and group behaviors within and across cultures.

Learning Outcomes: Students will be able to:

1. apply methods of inquiry to investigate social behavior
2. analyze and illustrate the connections among individual and group behaviors

C. Humanistic Thought and Creative Expression (6 hours)

Objective: Students will recognize, identify, and engage with a variety of perspectives and concepts in the humanities and the arts, and evaluate forms of human expression within and across cultures.

Learning Outcomes: Students will be able to:

1. apply methods of inquiry in the humanities and arts
2. critically interpret forms of human and creative expression

**Committee action:** The proposed framework was approved by the committee and will be submitted to Faculty Senate for the October 2014, meeting.

IV. Proposals for New Undergraduate Courses

College of Humanities and Fine Arts – Department of Philosophy and Religious Studies

RELG 105 Introduction to Abrahamic Religions

**Number of credits:** 3 **Prerequisites:** None **Co-requisites:** None **Course Restrictions:** None. This course may be used as an elective. **Proposed catalog description:** RELG 105 Introduction to Abrahamic Religions. (3) This course is an introduction to the Abrahamic religious traditions, namely Judaism, Christianity, and Islam. It explores the beliefs, practices, and institutions of these traditions, as well as their sacred texts and traditions of interpretation. Ancient Near Eastern history, beliefs and practices are also examined. Based on lectures, assigned readings, multimedia, and discussions, this course explores the historical development of Abrahamic religious history, thought and practice. **Justification:** The religious studies program currently offers RELG 104 Introduction to Asian Religions, so this new course (RELG 105) is the Western equivalent or parallel to that course in the catalog. It offers students the opportunity to focus on the three major Abrahamic (i.e. "Western") religions to a greater degree than what is offered in

RELG 103 World Religions (where students survey around a dozen religions). At the same time, it also allows for important comparative study that the tradition-specific RELG 300 level courses do not. Such a course is particularly important for students living in the United States, as part of the Western world, with a diverse population. **Impact on existing academic programs:** It adds a course that can fulfill a requirement of the Minor in Religious Studies. **Financial costs associated with this request:** None. Course will fit within existing faculty loads. **Method of Delivery:** Classroom **Semesters offered:** As needed  
**Committee action:** Proposal was approved and will be submitted to Faculty Senate for the October 2014, meeting.

College of Science – Department of Psychology and Sociology

SOC 300Q\* Social Justice

**Number of credits:** 3-4 **Prerequisites:** SOC 101 or SOC 102 **Co-requisites:** None **Course restrictions:** In the catalog, this course should be included with other inequality course offerings (i.e., Soc 301, Soc 309, Soc 320, Soc 355) in IV. Major Requirements for the B.A. in Sociology for the generalist, social justice, criminology, and health and aging concentrations. This course is required for a major. It may also be used as an elective or cognate course. This course is also to be considered for the QEP. **Proposed course description:** SOC 300 Q\* Social Justice. (3-4) (Prereq: SOC 101 or SOC 102) This course explores the broad context of social justice and fosters critical reflection and analysis of the social world and conditions of humanity. This course also explores individual and collective resistance for change and promotes students' self-discovery of their own change agent skills. The course is guided by three primary questions: 1) What is social justice? 2) Why does social justice matter? 3) How do we actively participate in the struggle for social justice? Students taking Q\* sections of this course receive four credit hours and must complete an additional 40-hour experiential learning activity. **Justification:** This course was first taught as a special topics course (SOC 498 Q\*) in Spring 2014. The course supports the Department of Sociology's focus on inequality, the Social Justice concentration, and the Social Justice Research Initiative. Q sections of this course align with CCU's Quality Enhancement Plan to integrate Experiential Learning throughout the curriculum and will serve students as they move forward in pursuit of their career and educational goals. **Impact on existing academic programs:** This course satisfies one of the required inequalities courses within sociology (a total of 6 hours in inequality courses is required for the major), thus providing additional options for our majors. **Financial costs associated with this request:** None - existing faculty with expertise in this area will teach the course. Existing faculty will include this course option in their rotation of inequality course offerings. **Method of Delivery:** Classroom, Distance Learning, Hybrid **Semesters offered:** Spring 2015  
**Committee action:** Proposal was approved and will be submitted to Faculty Senate for the October 2014, meeting.

University College

UNIV 421 Sustainable Development

**Number of credits:** 3 **Prerequisites:** None **Co-requisites:** None **Course restrictions:** None. This course may be used as an elective. **Cross-listing:** This course should be cross-listed with POLI 421 Sustainable Development **Proposed catalog description:** Sustainable Development. (3) This class examines important questions surrounding the term "sustainable development" and its history through an analysis of the political economy, institutions, and cultural/social impacts of living in

a sustainable manner and/or living unsustainably. **Justification:** This course already exists in the Politics Department. It is part of the Certificate in Sustainability and the proposal and justification for this request is attached. **Impact on existing academic programs:** This course could enhance the interdisciplinary nature of the POLI 421 course by including students from other majors on campus. **Financial costs associated with this request:** None. POLI 421 is already offered by a professor and this course will be cross-listed with it. **Method of Delivery:** Classroom, Distance Learning, Hybrid **Semesters offered:** Spring  
**Committee action:** Proposal was approved and will be submitted to Faculty Senate for the October 2014, meeting.