

Present: Laura Atkins, Medora Barnes, Rebecca Drenovsky, Lyndsay Calkins, Jeffrey Dyck, Tina Facca-Meiss, Peggy Finucane, Penny Harris, Matthew Johnson, Daniel Kilbride, Anne Kugler, Graciela Lacueva, Kathy Lee, Pam Mason, Ed Hahnenberg, Al Miciak, Al Nagy, Keiko Nakano, Tamba Nlandu, Mindy Peden, Martha Pereszlenyi-Pinter, Cathy Rosemary, Debby Rosenthal, Michael Setter, Paul Shick, Walter Simmons, Brenda Wirkus, Sheri Young, Charlie Watts

M. Setter – Moved to approve the minutes for the November 1, 2016 meeting, seconded by **R. Drenovsky**. Approved – all in favor.

1. **M. Farrar** – Welcome and introduction of Registrar, Marti Hendren, Asst. Registrar Michelle Walker, and Degree Coordinator, Caragh Rose.

M. Hendren – Introduced a proposal for a new process to update student records, specifically major/minor declaration forms. Currently, the forms are filled out and entered into Banner at the department level. Eighteen months ago the Registrar's office began a redesign of the major/minor declaration forms to utilize banner and improve the degree audit. This spring, we have two groups of students declaring under the new and old Core. **The Registrar's office would like to reconfigure the forms and centralize them where everyone can access/link. The student will fill the form out at the department level and the major/minor declaration would then pass to the Registrar's office where it will be entered into Banner.** The advisor would continue to be assigned at the department level. The Registrar's office would like to start training the department Admin. Asst's. in the spring. Long term benefits are a simpler work flow, consistency, and accuracy. This process has been presented to the Associate Deans who are in favor.

R. Drenovsky – Stated that it would be helpful to have an automatic calculation of classes and an automatic degree audit.

M. Hendren – Responded that this would be complicated but not impossible.

P. Harris – Wondered about how long will it take for forms to be entered into the Banner system?

M. Hendren – Responded that it should take no longer than two weeks but delaying until after March may be a problem. Going forward, it would be ideal to organize the declaration process by March 2017. The result is good information for the department chairs. Meetings for department administrative assistants may commence in January.

P. Shick – Stated that it was about time to get rid of Banner Forms as there is no excuse for a 30 yr. old interface.

M. Hendren – Responded that she has had frank conversations with regard to getting rid of Banner. It doesn't support the current configurations. More input about this subject would be helpful. Please contact Mike Bestul with your concerns.

M. Farrar – Requested a response from chairs regarding support for this process. The response was overwhelmingly positive.

2. **M. Farrar – CAS Program changes – Summary of Changes to existing programs – attached**
Began by stating that program changes in the last version of the University Bulletin impacted others so CAS/BSOB would like to gather and review program changes for the next version of the bulletin.
Jeff Dyck – wondered if there will be a new common baseline language related to the common organization. Would like to see more language about capstone. Suggested that the description of capstone classes be included in the Integrative Core section of the bulletin
M. Setter – Expanded course descriptions?
M. Barnes – Brought up the point that Special Topics in Interdisciplinary Programs rely on courses involving other departments and can't always be approved e.g. EN. Suggested running courses every other year as opposed to Special Topics.
P. Shick – Suggested that there be a description of each course and a preamble to the schedule of each department.
M. Farrar – asked Chairs' for any additional information that may affect their department.
M. Setter – Announced that the Chemistry department is considering changing the names of their three concentrations.
General Track > B.S. in Chemistry
Comprehensive Track > B.S. in Chemistry with Concentration in Chemical Physics
Biochemistry Track > B.S. in Chemistry with Concentration in Biochemistry
M. Barnes – announced that PJHR and Gender, Sexuality, and Women's Studies are collaborating with a permanently cross-listed class and alternate who is teaching every other spring. Will see how it works out.
R. Drenovsky, T. Nlandu, and E. Hahnenberg – Expressed concerns regarding foundational background of students and how this may be a problem for Advising. 101 courses can create an imbalance with other courses.
P. Finucane – Offered that CO is trying to rethink their curriculum by talking to different audiences. e.g. technology in society, media literacy course, TED talk literacy course and digital media.
Bulletin Revisions: Guidelines for Course Descriptions in the Undergraduate Bulletin - attached
M. Peden – Questioned on how bulletin revisions work. Can they be redone after Jan. 9? Is it possible to share them before the bulletin in out?
M. Farrar – suggested creating a Google or Canvas site to share within the department.
G. Lacueva – **reiterated the process of circulating to the Assoc. Deans and then returning to the Chair. There should be no major overhauls between Jan. and March.**
P. Harris, T. Nlandu – Concerns included the limited time to implement APR curriculum changes before bulletin deadline, and confusion regarding naming concentrations, respectively.
3. **M. Farrar – CAS/BSOB Collaboration**
A. Miciak – Began the conversation by encouraging chairs to look at “distinctive academic programs” and where they cross over. Stressed that there are many strengths on campus to thread together in an impactful way. Faculty needs to focus on market concerns to attract new students. Also be aware of efficiency in programming, e.g. Management course in English, Philosophy and Business Ethics. Support and expertise will increase quality. During the Boler

20th Anniversary celebration, speaker Andy Savitz focused on the *Triple Bottom Line*; social, environmental, financial, and the opportunities for linkage.

Looking at environmental justice, social justice, and market focus. What do business leaders need? Andy Savitz (Sustainable Business Strategies) integrated Pope Francis' Encyclical. The Boler family was present at the event and gave a check for \$100,000. Big ideas generate more money.

M. Farrar – added that these are discussion starters and a good fit to the mission. The object is not to dictate the courses but to share ideas.

Suggestions from the Chairs' included:

- Technical management and resource allocation
- Program for sustainability
- Economic justice as an organizing dimension in Social Studies
- Recruitment for a director for Business Ethics

A. Miciak – Responded that there is someone coming in who teaches both Business Ethics and Psychology. Also, Jeff Johansen has indicated that he would like to take on Climate Science.

Question: How do we throw out some things and bring in others? Climate, environment, inequality, how do we make it all available to students?

T. Nlandu – Reminded the Deans/Chairs that we do have a sports management program and there is potential for sports studies/management/philosophy courses.

K. Manning – added that there are two tracks in the Sports Studies program:

- Sports and Athletic Administration and Sports
- Fitness and Wellness for Diverse Populations

A. Miciak – responded that Sports Studies could link with IMC under the business CORE.

M. Farrar – **Question: how can we best facilitate cross college programs? How can we link courses that already exist?**

Suggestions included:

- Through program review and collaboration with STEM.
- Sharing outcomes of APR for collaboration.
- Appointing a person in charge of new ideas.
- Focus on new faculty through New Faculty Seminar and UFO group.
- Bringing these groups together after the semester ends.
- Provide incentives for research opportunities. Encourage student/faculty collaboration across disciplines.
- Improve mechanisms for collaboration.
- Push harder to find dynamism between CAS and BSOB.
- Develop an interdisciplinary project that can be started during freshman year.
- Provide experiential competencies that students need to demonstrate.

M. Farrar – Concluded that there are many different approaches and much expertise to

bring to the table. The Deans will confer to determine the next step. Please send additional comments or ideas to CAS and BSOB Deans.

Meeting Adjourned: 5:00 pm

Guidelines for Course Descriptions in the *Undergraduate Bulletin*

The *Undergraduate Bulletin* adheres to a basic house style with respect to course descriptions. The guidelines are as follows:

- 1) A course description should be relatively brief, unadorned, and to the point—in a word, businesslike. It should run no more than four or five lines of printed text (approximately 60-65 words). If it can be made shorter, so much the better.
- 2) Each entry begins with the **course number** (minus the two- or three-letter program or department designation and followed by a period), the **course title** (in upper-case letters), and the **number of credits** (abbreviated “cr.”). In the *Bulletin*, all of that information appears in boldface. All subsequent information appears in regular (non-bolded) type. If a course has **prerequisites** or **corequisites**, they should appear immediately following the number of credits; they should not be buried in the course description or appear at the very end. Please note that prerequisites may include another course or courses, including a minimum grade in those courses, and the permission of the course instructor or department chairperson. If a course has multiple prerequisites, they should be separated from each other by a semicolon.
- 3) The course description itself comes after all of the preliminary information mentioned in the preceding point. It should begin with a sentence fragment or *incomplete* sentence that dives right into the subject matter of the course. It should never begin with the words, “This course . . .” Instead, the word *course* might be understood as the subject of the sentence; the actual description then could begin with an action word such as *examines*, *studies*, or *analyzes*, although doing so is not absolutely necessary. (The description could also begin with a noun, e.g., “Introduction to/Examination of”). Complete sentences may appear in the course description, but only after the initial fragment. A perfectly satisfactory course description might consist entirely of phrases, without any sentences whatsoever.

Besides *course*, another word to avoid in the description is *students*, especially when used as part of a formulation such as “Students will learn . . .”

- 4) Course descriptions should not summarize syllabi. They should not include course requirements, unless an assignment defines the course (e.g., an independent study). Likewise, the descriptions should not include teaching methodologies, unless those methodologies are essential to the course.

Here is what I would consider an effective course description. It was prepared for TRS 373 and appears on page 420 of the *2015-2017 Undergraduate Bulletin*.

373. DOROTHY DAY AND THOMAS MERTON 3 cr. Study of two of the most significant American Catholic writers of the 20th century, whose work has been acknowledged and praised for both its spiritual depth and prophetic witness. Focus on Day and Merton as guides for the spiritual seekers of the 21st century.

- 5) While the editor reserves the right to alter text, every effort will be made to convey the spirit and accuracy of the course descriptions as received. At the same time, if an entire set of course descriptions fails to heed these guidelines, it will be returned to the department chairperson.
- 6) If any questions arise during the preparation of course descriptions, please feel free to contact Jim Krukones, either by phone (216-397-4762) or e-mail (jkrukones@jcu.edu).

Thank you for your cooperation and effort.