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9-23-2003

Undergraduate Curriculum and Academic Policy Minutes, September 23, 2003 and 2003-2004 Committee Member List

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Undergraduate Curriculum and Academic Policy Committee

2003-04 Committee Members

Tom Sav, College of Business and Administration (Chair)

Sharmila Mukhapadhyay, College of Engineering and Computer Science

Charles Larkowski, College of Liberal Arts

Richard Mercer, College of Science and Mathematics

Susan Praeger, College of Nursing and Health

Doug Nord, College of Liberal Arts

Tony Ortiz, College of Education and Human Services

KT Mechlin, College of Science and Mathematics

James Steinberg, Lake Campus

School of Medicine

School of Professional Psychology

Joe Law, WAC Committee Chair (Ex-officio, non-voting)

Henry Limouze, UGEC Committee Chair (Ex-officio, non-voting)

Jeanne Fraker, University College (Ex-officio, non-voting)

Jan Maxwell, University Library (Ex-officio, non-voting)

David Green, Student Government (non-voting)

Ryan Newman, Student Government (non-voting)

Jack Dustin, Faculty President (Ex-officio)

[UCAPC HOME](#)

Undergraduate Curriculum and Academic Policy Committee

Minutes of September 23, 2003 Meeting

Present: Jeanne Fraker, David Green, Charles Larkowshi, Joe Law, Jan Maxwell, KT Mechlin, Richard Mercer, Sharmila Mukhopadhyay, Ryan Newman, Doug Nord, Tony Ortiz, Tom Sav. Susan Praeger, unable to attend, provided written input.

Following introductions of committee members and a review of the committee's responsibilities as defined by the Faculty Constitution:

Approved Minutes of May 19, 2003.

Appointment of Writing Across the Curriculum Committee, Chair

Appointed Joe Law, Coordinator of Writing Across The Curriculum And Associate Professor of English as Chair of Writing Across the Curriculum Committee

Faculty Senate Student Petitions Committee

Appointment of Members, as requested of UCAPC will occur with the completion of College and School committee appointments. KT Mechlin, Chair of the Student Petitions Committee announced that the first meeting is to be held on October 9.

Course Inventory and Modification Requests

Summer Approvals by UCAPC Chair
CEHS

Approved Modifications: ED 316, ED 317, EDE 302, EDE 464

While the courses stood approved, it was noted the courses are required program courses and that the normal process requires that CEHS submit to UCAPC the appropriate program changes resulting from the course modifications.

CECS

Inventory: EGR 101 and ISE 484 were tabled at the COSM request to have an opportunity for faculty review. The COSM and the CECS will communicate with one another and report back to the UCAPC at its next meeting.

Approved Modifications: CEG 411, ME 318

CEHS

Inventory: EDE 200 was tabled pending clarifications regarding higher level prerequisites to a lower level course and the program changes that are required to be submitted since it was announced that the course

is a required program course. The CEHS representative can assist the CEHS with the details.
Approved Modifications: EDL 301, EDL 302, EDL 303, EDL 304, EDL 494, EDL 495

COBA

Approved Inventories: IB 478
Approved Modifications: ACC 478, EC 478, MGT 478, MIS 478, MS 478, MKT 478, ACC 308, ACC 309, ACC 326, MS 478

COLA

Approved Inventories: ENG 094, ENG 097, ENG 098, ENG 110 (the committee corrected the catalog description of "comprhension" to "comprehension"), ENG 111, ENG 112
Approved Modifications: SPN 322, SPN 323

COSM

Approved Modifications: BIO 111, MTH 480, MTH 481, MTH 482. The committee noted that the BIO 111 is part of a sequence substitution in the GE Program and that the change in Enrollment Restriction/Prerequisite from "Level 4 Math Placement" to "None" should be changed in all GE Program documents by the General Education Implementation Committee (GEIC).

Program Changes

CECS

Minor in Computing and Information Technology: the committee approved the changes subject to modifying the Course Requirements section to read " ... 28 QH, in the following five areas ... " instead of " ... the following six areas ... " and modifying the "Requirements: 1. Computer Literacy (8 hours)" section to incorporate something on the order of "Requirements: 1. Computer Literacy (8 hours -- choose two of the following courses)". If agreed, the CECS should resubmit the proposal in electronic form (Word doc) to the UCAPC chair for final approval. Available as PDF:

[Computing and Information Technology Minor](#) (revised version submitted 9/30/03 and approved)

CEHS

Approved: Integrated Business Education Program (although the committee recommends that the minimum degree hour requirements of 200 are listed rather than the range of 200-205 hours). Available as PDF:

[Integrated Business Education Program](#)

Approved: Marketing Education Program (although the committee recommends that the minimum degree hour requirements of 184 are listed rather than the range of 184-189 hours). Available as PDF:

[Marketing Education Program](#)

COBA

Approved: Business Core Requirements Revision (replace COM 101-3 as a Business Core Requirement with COM 203-3). Available as PDF:

[Business Core Requirements](#)

COLA

Approved: Social Science Education Program (increase admission GPA requirement from 2.0 to 2.5)
Arguments were presented in opposition to the request. In part, it was noted that although the rationale for the increase is that students in the program are expected to enter the Masters in Education Program (admission GPA of 2.7) mandated for licensure, students who earn the bachelors degree and who do not continue on to the masters degree have a solid undergraduate education. Arguments supporting the request rested on the fact that all programs in the CEHS require an admission GPA of 2.5 and that the only other education program in the COLA (Integrated Language Arts) also requires a GPA of 2.5. Thus,

it was concluded that the request puts Social Science Education on par with all other education programs. The committee approved the request. Available as PDF:

[Social Science Education Program Change](#)

Music Education Program: the committee approved the nature of the request that "Any grade lower than a "C" in one of these Music Education classes will not count toward graduation . It must be retaken." subject to revision so that the program change reads "Students must earn a "C" or better in these Music Education courses." The rationale for the new wording is that if a student changes majors, a grade of "D" could count toward "graduation" from WSU. If agreed, the COLA should resubmit the proposal in electronic form (Word doc) to the UCAPC chair for final approval. Available as PDF;

[Music Education Program](#) (revised version submitted 9/29/03 and approved)

Fall Quarter Meeting Schedule

The committee set its remaining Fall Quarter meetings for October 21, 12:30 p.m. and November 18, 12:30 p.m.

Note: Colleges submitting curriculum and policy proposals for review by the committee need to submit the original and 18 copies at least 8 working days in advance of scheduled meetings. For the October 21 meeting, proposals must be received by 12:00 noon October 9. Proposals received later will be placed on future agendas.

[UCAPC HOME](#)

**Minor in
Computing and Information Technology**

Department of Computer Science and Engineering
College of Engineering and Computer Science

(Minor number 448)

Objective

The objective of the CIT minor is to satisfy the needs of the intelligent and responsible application of computing and information technologies to majors in fields which would not have Computer Science or Computing Engineering as their fundamental and exclusive basic orientation, but would want to benefit from the products of applications of the latter two disciplines and their proper use. The minor provides a conceptual foundation as well a practical application of various Computing and Information Technology skills.

Admission requirements

Students must have a 2.5 GPA or higher, or receive special permission for admission by petition.

Course Requirements

A minimum of 28 QH, in the following five areas is required to complete the minor. Specific course options are shown on the attached checksheet.

Area 1: A computer literacy requirement – 8 quarter hours

Area 2: An introductory problem-solving sequence using computer programming – 8 quarter hours

Area 3: An object-oriented applications programming component – 4 quarter hours

Area 4: An introductory networking component – 4 quarter hours

Area 5: An introductory client-server database component – 4 quarter hours

Application Procedures

Students should complete the University form “application for Entering a Dual Major/Double Degree Program or Adding a Minor” and send it to the Department of Computer Science and Engineering.

For more information on this minor call the Department of Computer Science and Engineering at (937)775-5131, or visit the Department in Room 303, Russ Engineering Center.

Department of Computer Science and Engineering
 Computing and Information Technology
 Minor

Student: _____ Major: _____

Total Hours Required: 27

Requirements:	Hours	Grade
1. Computer Literacy (8 hours) choose 2 of the following:		
CS 205, Computer Literacy and Office Automation I	4	_____
CS 206, Computer Software and Productivity Tools	4	_____
CS 207, Advanced Office Productivity II	4	_____
2. Introductory Programming (8 hours)		
CS 141, Computer Programming I	4	_____
CS 241, Computer Programming II	4	_____
OR		
CS 208, Computer Programming for Business with C - I	4	_____
CS 209, Computer Programming for Business with C - II	4	_____
OR		
CS 240, Computer Science I	4	_____
CS 241, Computer Science II	4	_____
3. Object Oriented Programming (4 hours)		
CS 214, Object Based Programming	4	_____
OR		
CS 242, Computer Science III	4	_____
4. Networking (4 hours)		
CEG 210, Introduction to PC Networking	4	_____
5. Client/Server Database (4 hours)		
CS 302, Introduction to Client Server Database	4	_____

Program Approved by:

Advisor: _____

Date: _____

College of Education and Human Services

Integrated Business Education

Department: Educational Leadership
Major Program: X
Minor Program:
Certificate Program:

Current	Hours	New	Hours
I. General Education	54	I. General Education	52
Required Substitution: Area 4: Economics (listed in Section II)		Area 1: 12 Area 2: 8 Area 3: EC 204 & 205 (counted below in II) 4 Area 4: 12 Area 5: 12 Area 6: ED 210 4	
II. Curriculum Content	113-116	II. Curriculum Content	107-110
ACC 201, 202 CEG 210 CS 141, 142, 205, 214 EDT 211, 212, 220, 221, 222, 305, 306, 335 433, 434 ENG 330 LAW 350 MTH 127 MGT 302 MKT 301, 302, 421 VOE 401, 406, 407, 421, 426, 431, 465, 469 Substituted for EC 200: EC 201, 202, 203		ACC 204, 205 CEG 210 CS 141, 142, 205, 214 EC 204, 205 EDT 211, 212, 220, 221, 222, 305, 306, 433, 434, 445 ENG 330 LAW 300 MTH 127 MGT 304 MKT 300, 303 Choice of One: MKT 336, 421, 447 VOE 401, 406, 421, 431	
III. Professional Education	44-46	III. Professional Education	41-43
COM 101 ED 221, 301, 303, 223, 321, 323, 327, 429, 432, 440 EDS 333 EDT 280		COM 101 ED 221, 301, 303, 223, 321, 323, 327, 429, 432, 440 EDS 333 EDT 280	
Total	211-216	Total	200

9-21-03

Wright State University
College of Education and Human Services

Fall 2003

Integrated Business Education **200-205**

General Education **52**

(Hours for EC 204-4 and EC 205-4 are counted in Curriculum Content)

Curriculum Content **107-110**

ACC 204	4	Accounting Concepts and Principles I
ACC 205	4	Accounting Concepts and Principles II
CEG 210	4	Introduction to PC Networking
CS 141	4	Computer Programming I
CS 142	4	Computer Programming II
CS 205	4	Computer Literacy and Office Automation
CS 214	4	Object Based Programming
EC 204	4	Principles of Microeconomics
EC 205	4	Principles of Macroeconomics
EDT 211	3	Keyboarding
EDT 212	3	Advanced Keyboarding and Word Processing
EDT 220	3	Basic Word Processing Applications
EDT 221	3	Intermediate Word Processing Applications
EDT 222	3	Advanced Word Processing Applications and DTP
EDT 305	4	Integrated Applications in Business and Office Technology
EDT 306	3	Office and Records Management Systems
EDT 433	4	Curriculum and Materials: Accounting/Basic Business and Marketing Education
EDT 434	4	Curriculum and Materials: Office Procedures and Technology
EDT 455	4	Television Production
ENG 330	4	Business Writing
LAW 300	4	The Legal Environment of Business
MGT 304	4	Management and Organizational Behavior
MKT 300	4	Principles of Marketing
MKT 303	4	Consumer Behavior
Choice of One of the Following:		
MKT 366	4	Personal Selling and Sales Management
MKT 421	4	International Marketing
MKT 447	4	Technologies in Marketing
MTH 127	3	Accelerated Intermediate Algebra
VOE 401	1-4	Business and Marketing Education Practicum
VOE 406	3	Survey of Workforce Education
VOE 421	3	Classroom Management in Workforce Education

VOE 431 3 Evaluation of Student Performance

Professional Education

41-43

COM 101	3	Essentials of Public Address
ED 301	5	Schooling in A Culturally Diverse Society
ED 221	1	Practicum Experience I (Concurrent with ED 301)
ED 303	5	Human Development and Learning
ED 223	1	Practicum Experience II (Concurrent with ED 303)
ED 321	1	Practicum Experience III
ED 323	1	Practicum Experience III (Concurrent with ED 433 or 434)
ED 429	10-12	Supervised Teaching: Middle Childhood to Adolescent
ED 432	5	Improvement of Reading in Secondary Schools
ED 440	3	Teacher in School and Society
EDS 333	3	Learning Differences: Introduction
EDT 280	3	Classroom Application of Computer-Based Technology

V. Doll – 5-28-03

College of Education and Human Services

Marketing Education

Department: Educational Leadership
Major Program: X
Minor Program:
Certificate Program:

Current	Hours	New	Hours
I. General Education	54	I. General Education	52
Required Substitution: Area 4: Economics (listed in Section II)		Area 1: 12 Area 2: 8 Area 3: EC 204 & 205 4 Area 4: 12 Area 5: 12 Area 6: ED 210 4	
II. Curriculum Content	93-96	II. Curriculum Content	91-94
ACC 201, 202 CS 205 EDT 211, 212 305, 306, 335, 433 ENG 330 LAW 350 MGT 302 MKT 301, 302, 303, 356, 366, 421, 446 VOE 401, 406, 407, 421, 426, 431, 465, 469 Substituted for EC 200: EC 201, 202, 203		ACC 204, 205 CS 205 EC 204, 205 EDT 211, 212, 305, 306, 433, 445 ENG 330 LAW 300 MGT 304 MKT 300, 303 Choice of Five: MKT 325, 366, 421, 446, 461, 447 VOE 401, 406, 421, 431	
III. Professional Education	44-46	III. Professional Education	41-43
COM 101 ED 221, 301, 303, 223, 321, 323, 327, 429, 432, 440 EDS 333 EDT 280		COM 101 ED 221, 301, 303, 223, 321, 323, 327, 429, 432, 440 EDS 333 EDT 280	
Total	191-196	Total	184

Wright State University
College of Education and Human Services

Fall 2003

Marketing Education **184-189**

General Education **52**

(Hours for EC 204-4 and EC 205-4 are counted in
Curriculum Content)

Curriculum Content **91-94**

ACC 204	4	Accounting Concepts and Principles I
ACC 205	4	Accounting Concepts and Principles II
CS 205	4	Computer Literacy and Office Automation
EC 204	4	Principles of Microeconomics
EC 205	4	Principles of Macroeconomics
EDT 211	3	Keyboarding
EDT 212	3	Advanced Keyboarding and Word Processing
EDT 305	4	Integrated Applications in Business and Office Technology
EDT 306	3	Office and Records Management Systems
EDT 433	4	Curriculum and Materials: Accounting/Basic Business and Marketing Education
EDT 455	4	Television Production
ENG 330	4	Business Writing
LAW 300	4	The Legal Environment of Business
MGT 304	4	Management and Organizational Behavior
MKT 300	4	Principles of Marketing
MKT 303	4	Consumer Behavior
Choice of Five of the Following:		
MKT 325	4	Sports and Event Marketing
MKT 366	4	Personal Selling and Sales Management
MKT 421	4	International Marketing
MKT 446	4	Promotional Marketing
MKT 447	4	Technologies in Marketing
MKT 461	4	Principles of Retailing
VOE 401	1-4	Business and Marketing Education Practicum
VOE 406	3	Survey of Workforce Education
VOE 421	3	Classroom Management in Workforce Education
VOE 431	3	Evaluation of Student Performance

Professional Education**41-43**

COM 101	3	Essentials of Public Address
ED 301	5	Schooling in A Culturally Diverse Society
ED 221	1	Practicum Experience I (Concurrent with ED 301)
ED 303	5	Human Development and Learning
ED 223	1	Practicum Experience II (Concurrent with ED 303)
ED 321	1	Practicum Experience III
ED 323	1	Practicum Experience III (Concurrent with ED 433 or 434)
ED 429	10-12	Supervised Teaching: Middle Childhood to Adolescent
ED 432	5	Improvement of Reading in Secondary Schools
ED 440	3	Teacher in School and Society
EDS 333	3	Learning Differences: Introduction
EDT 280	3	Classroom Application of Computer-Based Technology

V. Doll – 5-28-03

Bachelor of Science in Business (Core Proposal)

Original Four Credit Hour Base	
	Hours
I. General Education	48
Required Substitutions:	
Area One:	
Mathematics (counted in section II)	4 hrs
Area Three:	
Economics (counted in section II)	4 hrs
Area Six: College Component:	4 hrs
EC 290 or FIN 205	
II. Business Core Requirements	79
MTH 129, 228 (substitution for GE Area One, MTH 145)	8
EC 204, 205 (substitution for GE Area Three, EC 200)	8
MS 204, 205	8
CS 205	4
ENG 330	4
COM 101	3
Other Business Required Core Courses	44
ACC 204, 205	8
EC 310	4
FIN 310	4
MIS 300	4
MS 307	4
MKT 300	4
LAW 300	4
MGT 304, 493, 499	12
III. Major Core and Elective Requirements	60
Total	187

New Four Credit Hour Base	
	Hours
I. General Education	48
Required Substitutions:	
Area One:	
Mathematics (counted in section II)	4 hrs
Area Three:	
Economics (counted in section II)	4 hrs
Area Six: College Component:	4 hrs
EC 290 or FIN 205	
II. Business Core Requirements	79
MTH 129, 228 (substitution for GE Area One, MTH 145)	8
EC 204, 205 (substitution for GE Area Three, EC 200)	8
MS 204, 205	8
CS 205	4
ENG 330	4
COM 203	3
Other Business Required Core Courses	44
ACC 204, 205	8
EC 310	4
FIN 310	4
MIS 300	4
MS 307	4
MKT 300	4
LAW 300	4
MGT 304, 493, 499	12
III. Major Core and Elective Requirements	60
Total	187

Date: May 15, 2003
To: College of Liberal Arts Curriculum Committee
(via Associate Dean Sharon Nelson)
From: Robert W. Adams, Director
Social Science Education Program
Subject: Request to Increase Grade Point Admission Standard

I ask consent to raise the Social Science Education admission grade point average (GPA) from 2.0 to 2.5 effective fall quarter 2003. Currently there is, in effect, an “open admission” policy that fails to recognize the more demanding, atypical, program requirements facing students entering the major. All other College of Liberal Arts entrance criteria would be unchanged.

Social Science Education, like the Integrated Language Arts major, is, in practice, a dual bachelors and masters degree program. As undergraduates Social Science Education majors undertake a rigorous, 95-credit hour, multi-disciplinary program representing all social science disciplines. Academic content is the focus. Only 15 credit hours of professional work are required for the B.A. degree. An important effect of this concentration on academic courses (including College of Liberal Arts language and research methods requirements) is, that, upon graduation, Social Science Education students are expected to enter the Masters in Education program. That is where they satisfy most of the professional field experience and coursework requirements Ohio mandates for licensure as Integrated Social Studies teachers.

At present, there is a significant “disconnect” between the most basic program entrance standard and the expectation (indeed, the virtual mandate) that social science education majors be eligible to enter the School of Graduate Studies. For all 138 students registered for spring 2003 classes 58 (42%) are below the standard. In the spring quarter 2003 30% (18 of 60) of registered Social Science Education seniors have GPAs below the minimum 2.7 for admission to graduate study. In reality these seniors have already “flunked out” of the program because they will be unable to complete the equally important second stage. Some may enter upon successful petition---but that is an uncertain prospect, at best. I contend that a nearly one-third (prospective) failure rate indicates the need to strengthen admission standards. These numbers are unhappy harbingers of frustration for a large number of students. With a higher program entrance standard, they might be encouraged to consider more appropriate investments of their resources and hopes. Over time some

students will close the gap between their entering and graduation GPAs. However, as the data above indicate, many may not. But even those who get off to a bad start in their undergraduate programs would be encouraged to work harder and do better.

Students initially denied admission would have unlimited opportunity to reapply upon achievement of the minimum standard. And special circumstances such as compiling two or more quarterly GPAs of 3.0 or above, that may still leave a student below the minimum 2.5 admission standard, could lead the program advisory committee to recommend conditional admission to the program director.

There is precedent in the College of Liberal Arts for program admission GPAs over 2.0. The department of English recently increased its grade point standard to 2.5 for applicants to the Integrated Language Arts program. Students in that program, like Social Science Education majors, for all intents and purposes, must qualify for graduate study in order to meet professional standards for state licensure. Communication, Urban Studies and Criminal Justice also impose higher than minimum standards. And majors in these programs are not expected to enter graduate school as a condition for, completing their educations.

There is a welcome, growing commitment to higher quality evident among all stakeholders in Ohio public education. The Ohio Board of Education in December 2002, for the first time ever, adopted detailed, more rigorous academic content standards for teaching social studies from kindergarten through grade 12. Similar efforts are underway or have reached fruition in the other teaching fields. Model curricula will be developed reflecting the new standards. New high school graduation achievement tests based on the new standards will replace the current proficiency tests in 2008. Consistent with this concern for quality would be a stronger demonstration of high academic potential for future social studies teachers than the current 2.0 standard requires.

In conclusion:

1. Increasing the basic admission requirement for social science education would be a practical way to increase the probability of student success in this program
2. A higher standard would be consistent with the significantly enhanced academic performance requirements in current Ohio teacher education standards that stress strong academic content
3. It would also be consistent with the new K-12 social studies standards that will drive revised high school graduation tests that will go into effect in 2008.

COLA Curriculum Committee
May 15, 2003
Page 3

4. There is precedent in the College of Liberal Arts for higher than minimum admission program requirements; students in the language arts education English track already are subject to a higher admission standard.
5. Finally, students initially denied admission will have unlimited opportunity to petition the social science education program committee for reconsideration based on demonstrated improvement in their academic performance.

I would be happy to respond to any questions from the committee.

Memorandum

To: Dr. Sharon Nelson, Associate Dean, College of Liberal Arts
From: Dr. Herbert E. Dregalla, Jr., Chair, Department of Music
Re: Requirement revision
Date: September 29, 2003

As requested, here is the materials for the requirement revision in Music Education:

1. requested revision:

"Students must earn a "C" or better in these Music Education courses".

2. Rationale

The Music Education Committee within the Department of Music passed this revision at the end of the 2000-2001 academic year. The faculty saw the need to raise academic requirements/standards for music education majors.

The existing policy states that an overall GPA of 3.0 is required for music education courses. The implication of "overall" is that some classes in the music education curriculum would therefore potentially count toward graduation with an earned grade of "D". This could happen if a student earned a sufficient number of grades of "B" and/or "A" to balance out the "D".

The music education curriculum at Wright State University is designed to present a variety of specific areas in content/pedagogy. This curricula enables our students to effectively teach at various grade levels and in various areas (vocal, choral, instrumental, general music, etc.). While a student may have every intention of teaching at one level and in one area, our licensure requires competency at multiple areas and levels. In addition students often cannot predict the exact areas/levels at which they may sometimes teach.

The music education faculty felt that a grade of "D" in a particular class does not demonstrate sufficient mastery of pedagogical material of that area to allow the student the privilege of teaching it at some point in their career in music education.