

Minutes of the UUF Curriculum Committee Meeting of February 3, 2005
Room 352 Adelbert Hall, 11:30 a.m. – 1:00 p.m.

Present: Anna Brady, Gary Chottiner, Philip Dunker, Don Feke, Chris Flint (Chair), Lynne Ford, Lynn Lotas, Jim McGuffin-Cawley, Kathleen Montgomery, Sandy Piderit, Gary Previts, Margi Robinson, Betsy Short, David Schiraldi

Invited Guests: Amy Hammett, Peter Whiting

I. Chris Flint, Chair, reported that Dean Margi Robinson has announced her plans to retire at the end of this academic year. Along with many good wishes are more than a few concerns about who will watch over UUF.

II. Update on Sages – Peter Whiting

Peter was able to report that SAGES is good. He had sent a copy of the first advisory note to a proposed course as a sample and talked about streamlining the process of getting submitted proposals reviewed. He confirmed that the course numbers will be USSO 2xx. He also talked about the transition and getting broader representation on the ad hoc SAGES Advisory Committee now that that body is to be delegated by the UUFCC to provide guidance to faculty proposing SAGES courses. Peter will nominate the committee members and the UUFCC will endorse that committee as a working subcommittee for the purposes of giving SAGES approval to University Seminar CAF.

III. Approval of the Minutes

Those present looked carefully at the last statement on the Implementation of the SAGES Capstone Experience. The student members were asked to comment as well. All approved MOTION and asked that the SAGES office distribute it to the schools and that the secretary send it again to the committee:

In considering SAGES Capstone courses brought to its attention, the UUFCC will examine how well those courses satisfy the parameters described in the SAGES Phase II Report, primarily:

- 1) critical thinking**
- 2) focus on methodology, with clear goals, an appropriate plan of action, and a good likelihood of success**
- 3) regular oversight by the project adviser**
- 4) periodic reporting of progress (e.g. twice per semester)**
- 5) regular writing (e.g. drafts, progress reports, critiques) throughout the project including a final written report which may be a thesis or equivalent document associated with the project or activity (e.g., such pursuits as performance, experiment, live case analysis, or creative writing), as approved by the department of capstone origin.**
- 6) public presentation at the Senior Capstone Fair, a conference, a performance, a public lecture, a teaching presentation, or other, as approved by the department of capstone origin.**

Additionally, a few corrections/clarifications were suggested to the statement on SAGES oversight"...that the UUFCC appoint an *ad hoc* advisory committee every year (delete "whose existence expires after a year"), whose task is to provide memos of advice (replace "approval") for properly designed SAGES seminars, and whose membership is nominated by the director (replace "chair") of SAGES Advisory Committee"). The minutes were approved as amended

Dean Robinson plans to make revisions to the Undergraduate Instructors Manual and suggested placing these items there, as well as in the SAGES handbook. She also asked for volunteers to work with her on reviewing the Office of Undergraduate Studies web site; Dave Schiraldi and Betsy Short volunteered.

IV. School Updates

All noted working on getting approvals for SAGES capstone courses. Nursing is evaluating their experiences with the first semester of their capstone.

V. Old Business

A. and C. to do with SAGES - as discussed and approved under III. Minutes.

B. Double Majors/Double Degrees - no new comments.

VI. New Business

A. Revised Proposal for Transfer Students and SAGES

Dean Robinson distributed a revised proposal on Transfer Students and SAGES Requirements: (revisions in bolded text)

Transfer students matriculating in the University with sophomore standing in summer 2005 and thereafter will be eligible to exercise the same choices regarding general education requirements that are available to the other members of the class they join, i.e., transfer students matriculating in the University in fall, 2005 with sophomore standing assume the general education options available to members of the class that matriculated as first year students in fall, 2004. This policy will be observed for transfer students entering from fall 2005 through spring 2007. Transfer students matriculating in summer 2007 and thereafter will be required to complete SAGES general education requirements. Allowing for the fact that many Case students graduate in five years, rather than four years after matriculation, by 2010-2011, a SAGES-based Case degree will have a particular structure and meaning, and every Case graduate, including those who entered as transfer students, will be expected to have completed such a degree.

It should be noted that students who enter Case through the Binary Program will not be required to complete SAGES requirements. The terms of the binary agreements between Case and the partner liberal arts colleges stipulate that the student must meet the general education requirements of the liberal arts college.

The phase-in for transfer students will occur as follows:

Fall 2005 matriculants:

1. All new first-year students are in SAGES..
2. Transfer students, who matriculated at another college and enter Case with at least 27 hours of transferred college credit when they enter Case, would have a choice of SAGES or the "old" curriculum (A&S GER, WSOM GER, FPB GER or ENGR CORE) since they can be regarded as joining the CASE students who entered in 2004 or earlier.
3. Transfer students matriculating with fewer than 27 hours of transfer credit will complete SAGES.

Spring 2006 matriculants:

1. All new first-year students are in SAGES.
2. Students who matriculated at another college and have at least 39 hours of post-matriculation transfer credit when they enter Case in spring 2006 would have a choice of SAGES or "old" curriculum.
3. Students with fewer than 39 hours of transfer credit would complete SAGES.

Fall 2006 matriculants:

1. All new first-year students are in SAGES.
2. Students who matriculated at another college and have at least 54 hours of post-matriculation transfer credit when they enter Case in Fall 2006 would have a choice of SAGES or "old" curriculum.
3. Students with fewer than 54 hours of transfer credit would complete SAGES.

Spring 2007 matriculants:

1. All new first-year students are in SAGES.
2. Students who matriculated at another college and have at least 66 hours of post-matriculation transfer credit when they enter Case in Spring 2007 would have a choice of SAGES or "old" curriculum.
3. Students with fewer than 66 hours of transfer credit would complete SAGES.

Fall 2007 matriculants:

1. All new first-year students enter SAGES.
2. All transfer students complete SAGES.

Transfer students required to complete SAGES will meet SAGES requirements in one of the following ways:

1. If they have met the expository writing requirement with grades of C or higher at their previous college, transfer students will be required to complete:
 - a. A one-credit SAGES University Circle Institutions writing seminar that includes the University Circle "acculturation" that is part of First Seminars.
 - b. Two University Seminars, each from a different thematic area* .
 - c. Writing portfolio of work from the University Seminars, University Circle Institutions writing seminar, and, if they wish, from previous college writing.
 - d. Departmental Seminar
 - e. Capstone
 - f. Other general education/breadth requirements imposed by the college granting the undergraduate degree (CAS, CSE, FPB, WSOM)**
2. If they have *not* met the expository writing requirement with grades of C or higher at their previous college, transfer students will be required to complete:
 - a. One First Seminar*
 - b. Two University Seminars, each from a different thematic area*
 - c. Writing portfolio of work from the SAGES First Seminar and University Seminars
 - d. Departmental Seminar
 - e. Capstone
 - f. Other general education/breadth requirements imposed by the college granting the undergraduate degree (CAS, CSE, FPB, WSOM)**

* It is possible that some students may receive transfer credit for SAGES seminars if course descriptions submitted for seminar courses taken elsewhere are approved for SAGES seminar credit by the SAGES program director.

** It is assumed that those entering as juniors are likely to have met these with courses taken elsewhere, unless these other general education requirements at Case are highly structured

Discussion followed on: differences from the version discussed the previous month; that this would essentially be equivalent to the old ENGL 180; and the suggestion that if this were only for transfer students, could we not provide some of the other things from first year orientation that these students miss? There needs to be a course proposal for a 1 credit course.

Schools will be asked to discuss this proposal now, with it being passed on to the UUFXC next,

and possibly to the May 5th UUF General Faculty meeting as the necessary steps for approval as a new policy for undergraduates.

B, Discussion of Lab Hours per Credit Hour

Discussion started by the approval, previously, of the course action form for EMAC 325. It was suggested that a subcommittee look across the curriculum and report back. Volunteers were Dave Schiraldi and Kathleen Montgomery with the suggestion that Martin Rosenberg also be asked to serve. Jim McGuffin-Cawley volunteered to research whether there is any established norm. Gary Chottiner volunteered for Physics, and Joyce Jentoft should also be asked on behalf of biochemistry.

Another subject raised by Peter Whiting is how the College Scholars program fits with SAGES. These students are currently exempted from two courses, and they are seeking exemption also from one University Seminar. Further discussion will come up from the Arts and Sciences educational programs committee.

The meeting adjourned at 12:55 p.m.

Notes taken and transcribed by Lynne Ford