

L&S College Curriculum Committee
AGENDA
Thursday, April 9, 2015 at 2:00 PM
LT 4012

1. Approval of March 19, 2015 Minutes (handout at meeting)
2. Announcements
 - a. Clarification of Active (A) and Inactive (I) courses in CourseLeaf
3. Proposed H-Option Guidelines (see attachment)
4. Approve Business Data Analytics minor for L&S majors (see attachment)
5. Discussion Items
 - a. Gathering feedback on new General Education Learning Outcomes
6. Old Business
7. Adjournment



PROPOSED Guidelines for H-Option Projects

(Approved by the Honors Council on 12 Feb 2015, revised at the LEARN Center workshop on 24 Feb 2015, and reviewed by Greg Cook on 20 March 2015)

Distribution Requirement:

- At least six (6) of the twenty-one (21) credits must be earned in 300- or 400-level courses through successful completion of an H-Option project and/or a 300- or 400-level Honors course/section.
- Honors 498 courses (1 credit, graded S/NC) do not count toward the 400-level courses in bullet one above.
- Exceptions to the Distribution Requirement may be granted by the Honors Director to transfer students.
- This distribution requirement will apply to students who enter the University Honors Program as first-year or continuing students in Fall 2015 and to second-year students in the UHP in Fall 2015 for whom the distribution requirement will not pose a hardship. While Honors students who are in their third or fourth year in the UHP in Fall 2015 are encouraged to undertake Honors credits in 300 or 400 level courses (as detailed in bullet 1), they are exempt from this distribution requirement.

Grade Requirement:

- At least a B must be earned in all coursework (including H-Option projects or Honors courses/sections) in order to receive Honors credit.
- An exception to the above are Honors 498 courses, which are all 1-credit and graded S/NC.

Applicable to all levels:

- Except for special cases, students should not engage in more than two (2) H-option projects per semester.
- Recommend at least three meetings between the student and the instructor throughout the course: one at the outset, one at mid-semester, and one at the end.
- Discipline-appropriate (paper, lab experiments, live performance, visual art work, etc.).
- The demands of the H-option project should be commensurate with the number of credits earned in the course.
- The scope of the work (time commitment and product length) will be determined at the discretion of the instructor and student.
- The student will include a self-reflection piece that is submitted to the instructor and to the UHP office explaining the process of completing the H-Option project. The purpose of this self-reflection is to encourage students to become aware of themselves as learners. Questions to consider in this self-reflection: 1. Why did you choose the project that you did? 2. What steps did you take to complete the project? 3. What did you learn from the experience? 4. If you could re-do the project, what would you do differently? 5. How does the project connect to your major and/or your career path?
 - 500-word minimum self-reflection for 100 and 200-level courses.
 - 750-word minimum self-reflection for 300 and 400-level courses.
 - For a visual arts project, a video production, or a live performance, the self-reflection may be presented orally or audio/video-recorded. Its length should be comparable to a written self-reflection.
- All H-option projects must be approved by both the instructor and the Honors Program Director.

100-level and 200-level courses:

- On the H-option Forms 1 and 2, a student must explain how the project will meet or has met **at least one** of the following criteria:
 - approaching the material from an innovative or unconventional thematic perspective.
 - emphasizing written, oral, visual and/or tactile communication skills.
 - promoting learning outside the formal classroom setting (e.g., service projects, interviews, cultural events, field work, volunteer work, etc.).
 - encouraging creative expression and achievement.
 - fostering teamwork and collaboration.
 - applying theories and principles learned in class to "real-life" problems and situations.
 - exploring connections among various fields of study.
 - providing opportunities for independent research.

300-level courses:

- On the H-option Forms 1 and 2, a student must explain how the project will meet or has met **all of the following three** criteria in Category 1:

Category 1:

- approaching the material from an innovative or unconventional thematic perspective.
 - emphasizing written, oral, visual and/or tactile communication skills.
 - emphasizing the use of original or primary sources (as defined by the discipline) beyond what are required in the course in addition to traditional textbooks and secondary readings (as defined by the discipline) beyond what are required in the course.
- In addition, a student must explain how the project will meet or has met **at least one** of the following in Category 2:

Category 2:

- emphasizing discussion and other interactive teaching/learning techniques that are generally unsuitable for larger undergraduate classes.
- promoting learning outside the formal classroom setting (e.g., service projects, interviews, cultural events, field work, volunteer work, etc.).
- encouraging creative expression and achievement.
- fostering teamwork and collaboration.
- applying theories and principles learned in class to "real-life" problems and situations.
- exploring connections among various fields of study.
- incorporating, where possible, opportunities for study away from campus.
- providing opportunities for publication and/or public presentation of work.
- developing assignments and exercises that require students to reconcile conflicting findings or to synthesize different points of view.

400-level courses:

- All of the criteria for 300-level courses apply with the following addition under Category 1:
 - emphasizing the ***independent gathering*** and use of original or primary sources (as defined by the discipline) in addition to traditional textbooks and secondary readings (as defined by the discipline) beyond what are required in the course.

Course Number	Title	Rationale	Learning Objective
ITSCM 280	INTRO TO IT 3 cr	Introduces students to role of information within organizations, and the fundamentals aspects of databases. Furthermore it introduces some basic spreadsheet foundational knowledge.	1,2
ECON 245	BUSINESS STATISTICS I 3 cr	Covers the basics of descriptive statistics, probability and statistical inference	2,3,4
ECON 345	BUSINESS STATISTICS II 3 cr	Covers applied regression analysis, along with reinforcing the students understanding of descriptive statistics, probability and statistical inference	3,5
ITSCM 314	DATABASE DESIGN AND ADMINISTRATION 3 cr	Teaches students how to analyze, design and implement a computerized database. It further teaches students how to use a database to answer questions and support analyses.	1,2
ITSCM 380	BUSINESS INTELLIGENCE: CONCEPTS, METHODS AND TECHNOLOGIES 3 cr	This course provides students with an understanding of: the basic concepts of BI, the role of BI and the methodologies involved in creating effective BI systems, and the tools that are available to support BI applications.	1,2,4,5,7,8
ITSCM 384	DATA MINING 3 cr	Teaches the major methods used in the data mining of quantified data. Students will be learn and apply an understanding of classification, association and prediction methods. The role of understanding the data in the context of the organization and its environment is also examined.	2,3,4,5,7,8

2 of the following elective courses

ITSCM 414	UNSTRUCTURED DATA MINING 3 cr	This course provides an overview of methods used to extract meaning from computer captured data sources beyond the traditional data warehouse. This would include text mining, web site mining, click stream analysis, social media, external data sources and emerging areas such as mining of photos, and sound.	2,3,4,5,6,7,8
ITSCM 471	MANAGEMENT DECISION ANALYSIS	Students learn about model building, decision theory, deterministic and probabilistic problems, linear programming, PERT/CPM and simulation.	2,3
ITSCM 410	Business Process Management & Simulation	Students learn the various concepts and techniques in business process	2,3

		management and simulation including modeling, measuring and evaluating, and redesigning business processes.	
ITSCM 382	Visualization, Info graphics, and Technical Documentation	The course explores data visualization, info graphic design, and information presentation methods and technologies, along with technical documentation basics. It equips students to produce and critically evaluate visualization, presentation, and documentation efforts in high-technology contexts.	4,7