MINUTES: School of Professional Studies Meeting, October 20, 2011, 3:30 p.m., TJM 307

PRESENT: Dean Galardi, Dr. Asmussen, Dr. Bliss Fudge, Ms. Edris, Dr. Gardner, Dr. Goebel-Lundholm, Mr. Griffin, Dr. Grotian, Ms. Grotian-Ryan, Dr. Ibrayeva, Mr. Jackson, Mr. Knape, Dr. Nevitt, Dr. Sharma

I. Dean Galardi called the meeting to order.

II. Department members reviewed the minutes of the September 29, 2011 School of Professional Studies meeting. Mr. Griffin with a second from Dr. Sharma moved to approve the minutes. Minutes were approved.

III. Activity and Committee Reports:
A. Mr. Griffin reported that the computer lab project was progressing. Mounts for computers will be off tables and not on floor. There will be an interface for information from the instructors’ iPads to the students’ screens and the five wall displays.
B. Dr. Goebel-Lundholm indicated that there was $25,000 available for anyone developing something different for a class or other student project. Submissions should be submitted by October 28, 2011. The application is a one-page form. Applications should be submitted to Dr. Kyle Ryan.
C. Dr. Asmussen reported on the success of Rainn (Rape, Abuse and Incest National Network) observance on campus.
D. Dr. Nevitt reported that the Assessment Committee continued to develop the All Faculty Assessment instrument and that there would be an all-faculty meeting November 11, 2011 to go over the instrument. Dr. Asmussen asked if the instrument would be developmental in nature. Dr. Nevitt indicated that the instrument would eventually be used to evaluate the effectiveness of faculty members as advisors.

Mr. Jackson indicated that he had left the day before finals (December 12th) open for the all-faculty meeting; however, on November 11th he has a doctor’s appointment scheduled that has been scheduled for many months. He will not be able to attend the November 11th meeting.

E. Dr. Ibrayeva reported on the Academic and Curriculum Committee. The Committee has completed its review of the General Studies revisions, and the results have been forwarded to the Faculty Senate for review.
   1. The integrated learning class was voted 3-2 to become a graduation requirement.
   2. The COLL 101 question was voted 3-2 to be a two-hour class with no increased face time.
   3. The lab classes will be biological or physical science classes only.

Mr. Jackson moved and Dr. Goebel-Lundholm seconded the motion requesting that Dr. Ibrayeva address the Academic and Curriculum Committee asking how Honors Program classes will fit into the Social Science area of the General Studies Program. The motion was approved. The department members also would like to know what the physical structure of a lab (room) should be.

IV. Faculty members reported on their attending the Institute of Behavior and Applied Management (IBAM) conference in Orlando.
   A. Mr. Jackson participated in three discussion panels. He indicated that one session, “How To Prepare For Oral Defense” was particularly helpful.
   B. Dr. Grotian was elected to the IBAM board.
   C. Dr. Hutchison is now in position of Past President.
   D. Ms. Grotian-Ryan received the conference Best Review Award.
   E. Dr. Ibrayeva indicated that the online teaching session was particularly good.

V. Materials for the Rank Promotion and Tenure Committee are due October 28, 2011.

VI. Dr. Grotian indicated that tests designed by School of Professional Studies faculty members for the Business Contest were being submitted on time.

VII. Two-hundred dollar scholarships are available to students establishing a minor in Art. Mr. Ken Anderson can be contacted.

VIII. Handouts (see attached) covering the information mentioned in Item III, B. were provided to department members.
IX. Dean Galardi provided department members handouts (see attached) about the Comprehensive Business Exam. He would like to test business majors in the Spring of 2012 and successive years to know how students do. The department will pay for the expense of administering the test. Mr. Jackson asked where the objectives were obtained. Dean Galardi advised that they were developed by PBL. Dr. Todd Drew participated in the original development of this test.

X. Department members discussed the revisions of the General Education Program. Handouts (see attached) were provided to meeting attendees.
A. Mr. Jackson moved to adopt the October 11, 2011 proposal for General Studies revisions. Dr. Nevitt seconded the motion. Motion was approved.
B. Mr. Jackson moved to approve changing Organizational Communications (BUS 301) to BUS 201.
   Dr. Grotrian seconded the motion. Motion was approved.
C. Dr. Grotrian moved to remove Finite Math (MATH 120) as a Business prerequisite and to replace it with College Algebra (MATH 112). Mr. Jackson seconded the motion. Motion was approved.

XI. Due to lack of meeting time, it was agreed that departmental program changes and updates would be submitted by email to department members and would be voted on through the Outlook program. Dr. Grotrian moved to approve the email vote on curriculum changes. Mr. Jackson seconded the motion. Motion was approved.

The following department members committed to coordinating curriculum changes for the indicated areas.
A. Dr. Asmussen – Criminal Justice
B. Dr. Nevitt, Dr. Gardner, Dr. Bliss Fudge – Psychology
C. Mr. Jackson – Marketing
D. Mr. Knape – Accounting
E. Mr. Griffin – CMIS
F. Ms. Grotrian-Ryan - Human Performance and System Management

XII. Dr. Asmussen moved to adjourn; Dr. Sharma seconded the motion. Meeting was adjourned at 4:18 p.m.
2011/2012 Student Engagement Enhancement (SEE) Initiative
Request for Proposals

engage · enquire · discover · innovate

The recently adopted Sesquicentennial Plan’s first transformational goal is “Excellence through essential engagement.” Strategies associated with this important goal are:

1. Enhance the student experience through distinctive engagement.
2. Foster engaged learning and achievement through proven best practices.
3. Create a dynamic learning environment for the campus community focused on professional development and technology.

Consequently, funds have been allocated to support the 2011/2012 Student Engagement Enhancement (SEE) Initiative. Proposals received through Friday, October 28, 2011, will receive first consideration. Faculty and Staff members may apply for funds using the Student Engagement Enhancement (SEE) Funds Request Form available on the Academics page under the Faculty Resources link on the left hand side of the page. Completed forms and supporting documentation can be submitted to Dr. Kyle Ryan, Chair, Academics and Curriculum Committee.

Proposals should feature an unusual opportunity for student engagement with the discipline and/or the world and they should be clearly articulated and detailed enough to be completely understood. For the purposes of this initiative, you may wish to think of engagement as being equivalent to “active learning” or “learning through application”. Proposals demonstrating an effective application of educational best practices, the development of critical thinking capacity, and that have the potential to impact the College’s second strategic goal of “increased prominence” are particularly valued. Proposals must feature a new (to the College) idea for engagement. Reports assessing outcomes are required for projects that are funded. Decisions regarding awards will be made in mid-November 2011.

Examples of potential project areas:

- $1,200 course development stipends for new courses which are unusually engaging.
- Acquisition of new equipment or simulation software useful to advance student learning through experience.
- Field experiences that are linked to critical aspects of a course to bring subjects alive.
- Student-faculty research projects, perhaps associated with independent study credit.
- Service learning initiatives focused on supporting the completion of a complex project in the community.
- A new co-curricular activity designed to achieve specific educational outcomes and/or is coordinated with an academic course.
- Activities designed to build connections between faculty and student services, resulting in engagement experiences in or outside the classroom.

Please contact Dr. Todd Drew at x2222 or tdrew@peru.edu if you have any questions.
Student Engagement Enhancement (SEE) Initiative Funds Request Form

Completing this form is only necessary for requests for Student Engagement Enhancement (SEE) Funds. Please complete the Faculty Professional Development Funds Request Form for personal development proposals. In order to receive funding, this form must be submitted and approved before the project or activity occurs. For requests involving travel, you must have approval for leave from campus. Forward the completed form and supporting documentation (e.g., full proposal, site descriptions, course descriptions, equipment brochures, price quotes, etc.) to the Chair of the Academics & Curriculum Committee (A&CC). Please remember to file a follow up report regarding outcomes with the committee and the VPAA. Follow up reports and requests for reimbursement must be made within 60 days of incurring the expense. New academic courses must go through the standard approval process. In order to receive reimbursement for the creation of a new course, the appropriate academic Dean must be satisfied with the course’s quality.

Name: ____________________________  Date Submitted: ____________________________

Name of Event/Project: ____________________________
Location of Event/Project: ____________________________
Dates of Event/Project: ____________________________

Total Cost for Event/Project: ____________________________

Brief Project Description (attach detailed proposal if necessary):

Funding Recommendation/Approval

____ Yes  ____ No

A & C Committee Chair

____ Yes  ____ No

Vice President for Academic Affairs

Comments/Adjustments:

Copies to: Requestor, Dean of School, Vice President for Academic Affairs

October 2011
The Comprehensive Business Exam® 4.0 (CBE® 4.0) is a criterion-referenced exam that consists of 88 multiple-choice questions designed to assess the core business content knowledge of soon-to-graduate college seniors who will earn an undergraduate business degree.

Each administration of the CBE may also include an additional four to 12 unscored items in development for future versions of the CBE.

Students should ideally take the CBE during the semester of their graduation from a four-year college.

Exam Content
The CBE includes questions that cover 28 objectives within the following eight content domains:

- Accounting
- Management
- Economic Environment
- Legal Environment
- Finance
- Marketing
- Social Environment
- International Business

The 88-item Comprehensive Business Exam generally includes three multiple-choice items for each of the 28 objectives (listed below).

Because of the importance of the accounting function in business, four of the five objectives in the Accounting content domain use four items rather than the normal three to assess the student’s knowledge.

An additional four to 12 items on the CBE consist of unscored items that will be used to gather psychometric information on questions for future versions of the Exam. These additional unscored items do not appear on each administration of the exam; as items are developed, they are rotated into the test slots.

Objectives
The 28 general business content objectives assessed by the Comprehensive Business Exam include
the following. The number of items assessing each particular objective is in brackets.

(1) Accounting
1. Identify the basic financial statements and their purposes, and explain their interrelationships. [4]
2. List the effects of transactions on the elements of the accounting equations and transaction analysis. [4]
3. Demonstrate an understanding of the content, concepts, structure, and meaning of reporting for organizational operations for external use. [3]
4. Identify and utilize sources of financial statement information of publicly traded companies. [4]
5. Demonstrate a fundamental understanding of accounting terminology. [4]

(2) Finance
6. Demonstrate an understanding of the valuation effects of each financial decision. [3]
7. Demonstrate an understanding of the risk-return relationship and its effects on decision making. [3]
8. Demonstrate the ability to access and use basic tools to calculate and measure financial outcomes. [3]
9. Identify the major financial statements of a corporation and indicators of good performance. [3]

(3) Economic Environment
10. Define terminology associated with economic environments in business (e.g., deficit, surplus, debt, market economy). [3]
11. Demonstrate an appreciation for basic economics issues, such as limitations of resources and the global impact of economic issues on business. [3]
12. Identify factors responsible for economic growth and the policies that impact long-run growth. [3]

(4) Social Environment
13. Identify ethical issues and choose the most ethical action. [3]

(5) Legal Environment
15. Identify legal issues and legal risks in business decision making, including the substantive areas of torts, contracts, and sales law. [3]
16. Demonstrate knowledge and understanding of the basic concepts of the legal system such as the elements of a contract. [3]

(6) Management
17. Select the appropriate management action in a business scenario involving employee supervision/evaluation. [3]
18. Demonstrate an understanding of management and leadership and their differences. [3]
19. Describe and explain the manner in which all of the functional areas in business operate, emphasizing business management. [3]

20. Demonstrate an understanding of the other managers and the human resource management process. [3]

21. Identify how to make changes and organizational changes. [3]

(7) International Business

22. Demonstrate an understanding of current global business and future global business challenges. [3]

23. Demonstrate an understanding of the environments of global business and the importance of global business strategies. [3]

24. Demonstrate an understanding of the influences of political, economic, and cultural factors on the development of global business strategies. [3]

28. Explain how consumers purchase and evaluate services. [3]

(8) Marketing

25. Identify components of the marketing mix. [3]

26. Demonstrate an understanding of the social/cultural; legal, political, and regulatory; economic; technological; and competitive environments on marketing products and services in a global society. [3]

27. Demonstrate an understanding of the synergistic effects of combining product, promotion (communication), price, and distribution decisions relevant to market opportunities and applying this understanding to the development of a marketing plan. [3]

Online Testing

The Comprehensive Business Exam is completed online after logging into a secure, interactive online assessment system, E-SESS™, operated by Technological Fluency Institute (TFI).

Test Format

The CBE uses the same question format throughout the test: a question stem with four possible answer choices.

The online system presents the items (88 scored items and four to 12 items in development for future versions of the CBE) in the same order for all test takers, but the order of the four answer choices for each item varies randomly.
Comprehensive Business Exam®

Time Allocation
Respondents have 1½ hours to complete the CBE. During initial beta testing sessions, most respondents required 30-60 minutes to complete the assessment.

Reports
The Comprehensive Business Exam yields a global score (number correct) and an overall proficiency rating for the exam as a whole.

The CBE also provides each test taker with a profile that shows the number correct and a proficiency level for each of the eight content domain subtests:

- Accounting
- Management
- Economic Environment
- Legal Environment
- Finance
- Marketing
- Social Environment
- International Business

In addition to the individual student reports, the Comprehensive Business Exam provides the sponsoring higher education institution with routine summary reports that compare the performance of its students to the performance of students from peer institutions.

These summary reports, generated by E-SESS™ and distributed by Technological Fluency Institute, Inc., compare the institution's student test scores with student scores from peer institutions on the proficiency levels attained by students on each of the content domain subtests.

Purpose
The Comprehensive Business Exam provides a valid and reliable measure of the general business knowledge undergraduate students possess as they near graduation with a general business degree.

The CBE is designed to assess the knowledge and concepts presented in the core courses required for an undergraduate degree in business.

Results from the Comprehensive Business Exam can provide important data for program review and improvement. Faculty and university administrators can use the CBE results to:

- Take stock of their business degree program by comparing the performance of their senior business majors to the performance of senior business majors at peer institutions,
- Judge the effectiveness of their program in preparing students,
- Document the change over time in students' knowledge of business content. Faculty can administer a pretest using the CBE to freshman/sophomore students who have declared a business major and then again as these students approach graduation,
- Track over time the performance of different cohorts of business majors,
- Prepare accountability documents for governing boards and accrediting agencies,
- Gauge what senior students have learned over the four years in their core business degree courses, and finally,
- Establish within their degree program a culture of accountability and evidence that uses data to drive decisions about program changes and improvements.
Comprehensive Business Exam®

Scoring and Interpretation of Results

The Comprehensive Business Exam scores the test by reporting the number correct out of the 88 scored items.

An additional four to 12 additional items on the Exam consist of questions in development for future versions and are not included in the student’s score.

The CBE yields a global score (number correct) and an overall proficiency rating for the exam as a whole. The overall proficiency rating is determined by the number of domains a student attains proficient or higher. The table below shows the proficiency levels for the overall exam.

<table>
<thead>
<tr>
<th>Overall Mastery</th>
<th>7 or 8 domains are “proficient” or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Proficient</td>
<td>6 domains are “proficient” or higher</td>
</tr>
<tr>
<td>Overall Basic</td>
<td>4 or 5 domains are “proficient” or higher</td>
</tr>
<tr>
<td>Overall Not Proficient</td>
<td>0, 1, 2, or 3 domains are “proficient” or higher</td>
</tr>
</tbody>
</table>

The CBE also provides each test taker with a profile that shows the number correct and the proficiency level on each of the eight content domain subtests.

The table below shows the proficiency levels for the individual domains:

<table>
<thead>
<tr>
<th>Mastery</th>
<th>100% of the items in the domain correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>93%–99% of the items in the domain correct</td>
</tr>
<tr>
<td>Basic</td>
<td>66%–82% of the items in the domain correct</td>
</tr>
<tr>
<td>Not Proficient</td>
<td>below 66% of the items in the domain correct</td>
</tr>
</tbody>
</table>

Immediately after submitting the CBE, the individual test taker will see a screen showing a profile report similar to one shown below.

Technical Information

This information is extracted from the Comprehensive Business Exam® Technical Manual. The manual describes the development of the assessment, details the testing protocol, and provides samples of the reports available to students and institutions.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Correct</th>
<th>Percent Correct</th>
<th>Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain: Accounting</td>
<td>16 out of 19</td>
<td>84.21%</td>
<td>Proficient</td>
</tr>
<tr>
<td>Domain: Finance</td>
<td>7 out of 12</td>
<td>58.33%</td>
<td>Not Proficient</td>
</tr>
<tr>
<td>Domain: Economic Environment</td>
<td>7 out of 9</td>
<td>77.78%</td>
<td>Basic</td>
</tr>
<tr>
<td>Domain: Social Environment</td>
<td>5 out of 6</td>
<td>83.33%</td>
<td>Proficient</td>
</tr>
<tr>
<td>Domain: Legal Environment</td>
<td>5 out of 6</td>
<td>83.33%</td>
<td>Proficient</td>
</tr>
<tr>
<td>Domain: Management</td>
<td>13 out of 15</td>
<td>86.67%</td>
<td>Proficient</td>
</tr>
<tr>
<td>Domain: International Business/Global Dimensions</td>
<td>8 out of 9</td>
<td>88.89%</td>
<td>Proficient</td>
</tr>
<tr>
<td>Domain: Marketing</td>
<td>11 out of 12</td>
<td>91.67%</td>
<td>Proficient</td>
</tr>
<tr>
<td>Overall Proficiency</td>
<td>6 out of 8</td>
<td></td>
<td>Proficient</td>
</tr>
</tbody>
</table>

Individual Profile Report

FBLA-PBL

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## Comprehensive Business Exam
### Fee Schedule • 2011 – 2012

<table>
<thead>
<tr>
<th>Description</th>
<th>Price</th>
<th>Per</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CBE exam</strong></td>
<td>$20.00</td>
<td>student</td>
</tr>
<tr>
<td>One online exam delivered per participant. Includes email delivery of the following standard reports:* Individual Student Report (Disaggregated), Comparison Report to Business Seniors at peer institutions, and Overall Proficiency (Disaggregated).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additional Reports</strong></td>
<td>No Charge</td>
<td>report</td>
</tr>
<tr>
<td>Includes email delivery of the following additional reports:* Summary of Assessment Statistics, Aggregated Proficiency, Objective Percentage, Comparison Report to total population, and Testing Roster (student name, testing date and raw score).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Peer Statistics</strong></td>
<td>$25.00</td>
<td>report</td>
</tr>
<tr>
<td>List of peer mean and mode scores</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Statistics by demographic</strong></td>
<td>$50.00</td>
<td>report</td>
</tr>
<tr>
<td><strong>Combined Data Reports</strong></td>
<td>$50.00</td>
<td>report</td>
</tr>
<tr>
<td>Aggregated data from multiple testing windows.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Item Analysis</strong></td>
<td>$100.00</td>
<td>report</td>
</tr>
<tr>
<td>Domain, objective, Item number, number of students scored correct and number of students scored incorrect.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Custom Reports</strong></td>
<td>$175.00</td>
<td>hour</td>
</tr>
<tr>
<td>Contracted creation of a new report or a customization of an existing report</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CBE Certificate Preparation</strong></td>
<td>$25.00</td>
<td>Testing window</td>
</tr>
<tr>
<td>Includes up-to two PDF files of ready-to-print certificates for students earning an overall proficiency rating of Mastery or Proficient</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Reports are generated upon receipt of forms used in administering the CBE. These forms are included in the CBE Proctor Guide.

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CBE Fee Schedule
Prices Effective July 1, 2011 – June 30, 2012

*Technological Fluency Institute*
P.O. Box 1922 • Pittsburg, KS 66762 • 866-277-5061 • www.techfluency.org
Peru State College
General Studies Revision Proposal Status
October 11, 2011

Suggested Effort Parameters

- Advising documents must be complete by February 24, 2012.
- Approval process must be complete by January 27, 2012.
- Decision process must be complete by November 18, 2011.
- General Studies Program must range from 36 to 42 hours.
- Program prerequisites are allowable, but total credit hours for the General Studies Program plus prerequisite courses should not be much more than the current general studies limit (47 hours), plus MATH 100 and ENG 100.
- Separate graduation requirements are allowed, but should be minimal, preferably upper division integrative courses.
- The typical student can complete a degree in 120 hours given the pattern of credits, meaning courses with less than or more than three hours should be carefully considered in combinations equaling three hours.
- Double counting policy for major and general studies still applies.
- Maintain and strengthen writing skills and critical thinking skills, per faculty and assessment-driven priorities.
- Program includes an interdisciplinary upper division capstone requirement focused on the development of critical thinking skills.
- Program should include a course in community development per the strategic plan.
- Use current goals, assessment and best practices information in decision efforts.
- Consider new cognate area descriptions and goal adjustment after discussions.
- Consider impact on BAS and BA degrees.
- Students must be able to complete entire program online.

Process To-Date

During 2010/11, the General Studies Program was evaluated by the A & C Committee in terms of constituency input and best practices. The evaluation included best practices research, peer program reviews, and consideration of constituency survey data regarding aspects of the program. The Committee prepared a report of its findings but did not make any curriculum recommendations as the program constraints associated with changes in policy 4140 were not finalized by the Nebraska State College System Board of Trustees. The Board revised policy 4140 during its June meeting. Dr. Davis prepared an individual proposal dated June 2011 that is based on his experience as A & C Committee Chair. Key aspects of Dr. Davis proposal:

- changes in the program categories from discipline to process characterizations;
- elimination of the global studies requirement;
- elimination of the health/activity requirement;
- addition of a multiculturalism requirement (which could replace global studies as a capstone requirement);
• specification of a philosophy requirement;
• silent on technology graduation requirement (not currently part of the General Studies Program).

Dr. Drew considered the changes proposed by Dr. Davis and, using his proposal as a starting point, made several suggestions. Dr. Davis’ and Dr. Drew’s proposals were considered by the A & C Committee on September 9, 2011. The committee recommended getting input on Dr. Drew’s proposal from the Schools. Changes from Dr. Davis individual proposal, offered by Dr. Drew to A&C Committee:

• changed some of the phrasing and order of presentation;
• added a section on program prerequisites (using current or to be developed standards, the very well prepared would not need to take specific courses in Math, English, Speech, and Software Applications, in the last case replacing the current technology requirement);
• lowered the course level of Statistics to indicate the course should be taken earlier;
• made COLL 101 a two credit course to reflect effort associated with course for students and faculty, provide more time for critical thinking skills focus, and exactly meet 120 hour limit (in conjunction with the 1 hour lab requirement in this proposal);
• added an interdisciplinary upper division requirement, similar to current global studies requirement, but with a focus on issues and resolution and broadened to include a community level course per the strategic plan;
• added a two course focus in the social science area to promote some depth of study (students won’t stop short in the middle of a discipline sequence).

Changes were made to the September 9, 2011 proposal to include feedback by the President and Deans on September 12, 2011. This proposal will be sent to the faculty for consideration in school meetings the week of September 12, 2011. Changes at this stage:

• changed some phrasing and added more descriptive information for each section;
• made clear MATH 110 would still count;
• added a course choice, ENG 309 in the communications area;
• added a separate human behavior science requirement.

Dr. Drew made changes based on additional Dean and faculty feedback to deal with concerns regarding recently proposed and current program flexibility, perceptions of too many prerequisites that would not be satisfied by many, and his own concern that the current means of meeting the technology requirement (i.e., by some students simply taking an internet course) was not sufficient given the needs of society. An alternative proposal was presented to the Academics and Curriculum Committee on October 7, 2011.

• The new cognate area titles used in the recent proposal were retained.
• Prerequisites were moved into the program, except for COLL 101, which is still proposed at two hours.
• Wellness, history, and literature specific requirements were removed from the current program and the two course social science sequence from the recent proposal was removed.
• HPER was proposed to count in social science.
• Other aspects of proposal were the same as the recent proposal.
Additional changes were made based on feedback from the Academics and Curriculum Committee. Another draft was presented at the October 11, 2011 meeting. This draft:

- created a separate technology area;
- made clear the lab component must be completed in the physical or biological science area;
- Removed HPER courses as an option in the social science area;
- Lowered the course number of BUS 301 Organizational Communications.

The Committee strongly supported adding another course in social science (to six hours) but this change was not incorporated because further investigation indicated bringing the program to 43 hours would require special approval for some education programs to exceed 120 hours. Discussion was planned to consider if adding a course to the social studies area is a higher priority than retaining a three course requirement in the Values, Thought, and Aesthetics area.

During the October 11th meeting, the Academics & Curriculum Committee voted to forward a proposal to Faculty Senate, with the recommendation that they get further feedback from the Schools, Student Senate, and COLL 101 instructors (in the case of the recommended changes to COLL 101, which involve an increase in hours and making the course graded). The Committee discussed keeping the program to 40 hours to avoid a request to the Board for a special waiver for two education programs to be exempted from the 120 hour degree limit. The Committee agreed that simply taking an online course was not adequate preparation for working with or education in technology. The Committee made the following changes to the proposal under consideration:

- No Peru course substitutions would be allowed for ENG 101 and 201, although waivers based on ACT scores were retained.
- ENG 254 and 357 would not count for SPCH. The committee recommended enhancing the experiences in and controlling the course sizes for SPCH 152. BUS 2XX (now 301) would be the online course for communications.
- The Committee recommended moving three hours to Social Science from the Perspectives on Values, Thought, and Aesthetics section. The net effect, if viewed in terms of the current program categories, would be to require six hours in each of the categories (treating technology and speech together as an enhanced communications section), with an integrative course at the end.
- The proposal being forwarded to Senate keeps the integrative course within general studies and keeps the proposal to increase COLL 101 to two credit hours. The committee was split on both subjects. The Committee discussed other alternatives regarding where the one credit hour (getting degrees to an even 120 hours) could best be applied.

The Faculty Senate consideration process will likely begin at their meeting on October 20th.

Current Proposal Information

Collegiate Skills (15 hours) – same requirements as current program, but without Math 120 as a math option (course will no longer be required by the School of Professional Studies).

- Collegiate Communication – ENG 101 (waivable per current practice) and ENG 201, plus one presentation skills course: SPCH 152 or BUS 2XX (currently offered as 301)
• Quantitative Reasoning – MATH 110 OR 112 (waivable per current practice) and MATH 2XX (currently offered as 340)

Technology and its Application (3 hours)
One course identified as predominantly engaging students in the use of technology for information management and/or communication. All CMIS courses automatically satisfy this requirement.

Perspectives on Values, Thought, and Aesthetics (6 hours)
Two courses in Art, Literature, Music, Modern Languages, Philosophy, and/or Theater. The courses must be in different areas.

Methods of Inquiry and Explanatory Schema (minimum 13 hours)
One course each in the Physical and Biological Science areas, at least one of which must include a lab component. Two courses in the Social Science area.

• Physical Science
• Biological Science
• Social Science (Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology, course)

Integrated Learning and Decision Studies (3 hours)
One interdisciplinary upper division course covering:

• Community Issues and Development, or
• Global Issues and Development, or
• Comparative Culture Studies

Total Hours: 40 hours, not including COLL 101. Limit is 42 hours. Current requirements are up to 47 hours plus 3 for those who take CMIS 101.