**CURRICULUM COMMITTEE**

October 26, 2012

Present: Acklin, Ayers, Clarke, McCandless, Montgomery, Simpson, Smith, Stillman, Walsh

Guests: Bobby Arellano, David Bithell, Warren Hedges, Prakash Chenjeri

The meeting began at 10:03 a.m. Introductions were exchanged. The minutes from the October 5 and October 19 meetings were accepted.

Emerging Media & Digital Arts

Specific proposals for new EMDA courses were reviewed. EMDA 204/204R (Digital Audio Foundations) is also proposed to satisfy the requirement for a designated programming course for the B.S. degree. The proposal and syllabus will also be shared with computer science faculty for comments. Should the Curriculum Committee develop a template for these kinds of courses for the B.S. degree?

The committee went through the course proposals one by one and asked questions as needed. Several course title changes were noted. Prerequisites for EMDA 330 were clarified. EMDA 342 will be cross-listed with ART 345. Credits for EMDA (Capstone) were discussed and clarified to be 4 credits, to be taken twice for a total of 8 credits. The committee discussed the issue of course credits for Capstone projects, and how to calculate the appropriate number of credits.

Arellano will refine the EMDA degree proposal budget outline based on last week’s discussion. Clarke/Ayers moved to adopt the proposal for the new degree and supporting courses. The motion passed 5Y/0N/0A. Arellano, Bithell, and Hedges departed.

Honors College

Prakash Chenjeri presented the proposed curriculum for the new Honors College. The Honors College will have its own curriculum, with a sequence of prescribed courses. There were questions about how the curriculum substitutes for the standard University Studies courses. McCandless asked about how the Honors College curriculum is distinguished from non-honors curriculum. Chenjeri said the HC curriculum was designed specifically for HC students; upper division courses will be taught by more than one instructor; students proceed in a unique manner. McCandless asked how the curriculum meets the needs of the intellectually gifted. Chenjeri said the Provost and President requested the development of an Honors College because we were losing students and needed a curriculum that would attract gifted students. We will give Honors College students scholarship; work with community mentors is an integral part of the HC curriculum.

Will Honors College students take resources from non-honors students? Chenjeri said funds are from private donations. The committee discussed resources and advantages for HC students. There were questions about how the HC scholarship funds are being raised and how it will keep up with demand; Chenjeri said that issue is up to the Development Office. Chenjeri’s task was to develop the curriculum.

It was suggested that some open-numbered courses with the new HON prefix be created. Clarke asked Chenjeri to meet with School of Business faculty to discuss the Honors College.

The committee continued to discuss how the HC curriculum replaces the regular University Studies/Quantitative Reasoning curriculum, and how to list this correctly in the catalog and in advising information. Question: what if a student drops out of the HC program and continues as a non-honors student? We need a mechanism for translating the HC requirements into non-honors requirements. Simpson asked about allowing HON 101, 102, 103 to substitute for USEM courses for prerequisite purposes. For the Sophomore Seminars, the community mentoring aspect needs to be specified.

Chenjeri will attend the next Curriculum Committee meeting on November 2 to continue the discussion about Honors College curriculum.

The meeting adjourned at 11:30 a.m.