

**ALL UNIVERSITY COMMITTEE**

**Thursday, March 2, 2023**

**3:30 P.M.**

**Hammond Hall – Room 314**

**Committee Members in Attendance:**

Franca Barricelli, Rala Diakite, Steven Fiedler, Patricia Marshall, Elisabet Takehana, Kisha Tracy, Allison Turner, Paul Weizer

**Committee Members Absent:**

Laura Bayless, Deborah Benes, Juan Pablo Casilla Nicodemus, Rachelle Dermer, Ashley Lopez, Amy Wehe

**Guests in Attendance:** Mary Baker, Barbara Cormier, Jessie Oehrlein, Hong Yu

*Meeting called to order at 3:32 p.m.*

**Acceptance of Subcommittee Minutes**

Motion: Paul Weizer    Second: Elise Takehana

- Student Affairs meeting on October 4, 2022
- Academic Policy meeting on December 13, 2022
- Curriculum meeting on December 14, 2022

**Vote: 7/0/0**

### Approval of AUC Minutes

Motion: Paul Weizer    Second: Elise Takehana

AUC Meeting on February 2, 2023

**Vote: 7/0/0**

### Acceptance of Non-Substantive Changes Form

Motion: Rala Diakite    Second: Steve Fiedler

Discussion: Committee member asked if there was a list of what's substituted and not substituted? Chair stated they had a list of what they agreed upon as a committee in the policies and procedures. The chair stated they can send that document out again to the committee and also post on the AUC website for all the campus to see as well. There will be a discussion from the Registrar about some changes to the form right after our current discussion now. This will help clarify the process so that it works for everybody to clear some of the things out.

One of the sponsors asked if the committee could approve all but one of the requests submitted, but the Registrar stated if it was on the sheet the committee is voting on today than they had already processed it.

**Vote: 6/0/1 (Y/N/A)**

Date of Submission	Date Processed	Requesting Department	Subject	CRSE	Course Title	Change Type	Current	New
2/28/2022	2/23/2023	English	ENGL	3840	Online Magazine	Title & Description Change	Online Magazine This course provides a close study of mainstream and alternative online magazines, uncovering techniques and strategies that students use to produce an online publication. Students participate in content creation and development, editing, information design, online production, social media engagement, and website analytics. Prerequisite(s): ENGL 2030 News Reporting and Writing, OR ENGL 2800, OR ENGL 3540, OR ENGL 3830, OR ENGL	Freelance Writing for Magazine Magazine writing is deceptively simple. But the easier and more pleasant something is to read, the harder it likely was to write. In this course, students establish sound practices as freelance writers. They gain knowledge of magazine markets, write query letters, and learn to understand the readership and publication preferences of various magazines. Students will break down parts of a print magazine, compare print and online publications, and look at content and stylistic differences

							3870, OR ENGL 3890, OR COMM 2800, OR COMM 3870	within markets all to help them hone angles on stories they can sell to magazines looking for freelance work. The course would be helpful not only to journalists or content developers but to students of any major who might want to write professionally in their area of expertise. Prerequisite(s): ENGL 2030 News Reporting and Writing, OR ENGL 2800, OR ENGL 3540, OR ENGL 3830, OR ENGL 3870, OR ENGL 3890, OR COMM 2800, OR COMM 3870. IHIP
2/6/2023	2/6/2023	Economics History Political Science	HIST	3010	Methods in Teaching History (5-12) I	Description Change	This is the first of two methods courses and will focus on content pedagogy of history at the middle and secondary level. Teacher candidates design and implement standards-based instruction and assessments that are aligned with best practices for teaching and learning in history. Special emphasis is placed on employing a variety of instructional practices and classroom management strategies that provide learning opportunities for diverse student populations and enhance multicultural pluralism. Disciplinary literacy is particularly emphasized to enhance reading, writing, speaking, and listening in history. A pre-practicum of 25 hours is required.	This is the first of two methods courses and will focus on content pedagogy of history at the middle and secondary level. Teacher candidates design and implement standards-based instruction and assessments that are aligned with best practices for teaching and learning in history. Special emphasis is placed on employing a variety of instructional practices and classroom management strategies that provide learning opportunities for diverse student populations and enhance multicultural pluralism. Disciplinary literacy is particularly emphasized to enhance reading, writing, speaking, and listening in history. A pre-practicum of 25 hours is required. Students will arrange pre-practicum hours on their own or through the support of the Placement Coordinator. An observation by the Supervising Practitioner, and the accompanying Pre-Practicum Targeted Feedback Form are required.

2/6/2023	2/6/2023	Economics History Political Science	HIST	4850	Methods in Teaching History (5-12) II	Description Change	<p>This is the second part of the methods course that focuses on history pedagogy at the middle and secondary level. Teacher candidates continue designing and implementing standards-based instruction and assessments that are aligned with best practices for teaching and learning in history. Special emphasis is placed on employing a variety of instructional practices and classroom management strategies that provide learning opportunities for diverse student populations and enhance multicultural pluralism. Moreover, teacher candidates will gain knowledge in using technology to facilitate teaching and learning appropriate for the needs of diverse learners and across varied subject areas. This course also addresses select history subject matter knowledge (5-12) required by ESE. A pre-practicum of 25 hours is required.</p>	<p>This is the second part of the methods course that focuses on history pedagogy at the middle and secondary level. Teacher candidates continue designing and implementing standards-based instruction and assessments that are aligned with best practices for teaching and learning in history. Special emphasis is placed on employing a variety of instructional practices and classroom management strategies that provide learning opportunities for diverse student populations and enhance multicultural pluralism. Moreover, teacher candidates will gain knowledge in using technology to facilitate teaching and learning appropriate for the needs of diverse learners and across varied subject areas. This course also addresses select history subject matter knowledge (5-12) required by ESE. A pre-practicum of 25 hours is required. Students pursuing initial licensure will be required to complete two DESE required Gateway Tasks in this course. Candidates must pass the Gateway Tasks to pursue licensure and to enroll in Practicum.</p>
----------	----------	--	------	------	--	-----------------------	--	--

2/9/2023	2/10/2023	Biology	BIOL	3015	Methods in Teaching Biology I	Title & Description Change	<p>Methods in Teaching Biology I "3 cr. 3 hr. Offered every spring semester.</p> <p>This is the first of two methods courses and will focus on content pedagogy of science (including general science, biology, and chemistry) at the middle and secondary level. Teacher candidates design and implement standards-based instruction and assessments that are aligned with best practices for teaching and learning in science. Special emphasis is placed on employing a variety of instructional practices and classroom management strategies that provide learning opportunities for diverse student populations and enhance multicultural pluralism. Disciplinary literacy is particularly emphasized to enhance reading, writing, speaking, and listening in science. A pre-practicum of 25 hours is required. CHEM 3015 and SCI 3015</p> <p>Prerequisite(s): BIOL 1800, BIOL 1860, SPED 3800, EDUC 2011, EDUC 2012, and CHEM 1000 or CHEM 1300."</p>	<p>Methods in Teaching Biology (8-12) I "3 cr. 3 hr. Offered every spring semester.</p> <p>This is the first of two methods courses and will focus on content pedagogy of science (including general science, biology, and chemistry) at the middle and secondary level. Teacher candidates design and implement standards-based instruction and assessments that are aligned with best practices for teaching and learning in science. Special emphasis is placed on employing a variety of instructional practices and classroom management strategies that provide learning opportunities for diverse student populations and enhance multicultural pluralism. Disciplinary literacy is particularly emphasized to enhance reading, writing, speaking, and listening in science. A pre-practicum of 25 hours is required. CHEM 3015 and SCI 3015</p> <p>Prerequisite(s): BIOL 1800, BIOL 1860, SPED 3800, EDUC 2011, EDUC 2012, and CHEM 1000 or CHEM 1300."</p>
----------	-----------	---------	------	------	-------------------------------	----------------------------	--	---

2/9/2023	2/10/2023	Biology	BIOL	4850	Methods in Teaching Biology II	Title & Description Change	<p>Methods in Teaching Biology II "3 cr. 3 hr. Day course offered in the Fall.</p> <p>This is the second part of the methods course that focuses on science (including chemistry, biology, general science) pedagogy at the middle and secondary level. Teacher candidates continue designing and implementing standards-based instruction and assessments that are aligned with best practices for teaching and learning in science. Special emphasis is placed on employing a variety of instructional practices and classroom management strategies that provide learning opportunities for diverse student populations and enhance multicultural pluralism. Moreover, teacher candidates will gain knowledge in using technology to facilitate teaching and learning appropriate for the needs of diverse learners and across varied subject areas. This course also addresses select biology (8-12), chemistry (8-12), and general science (5-8) subject matter knowledge (5-12) required by ESE. A pre-practicum of 25 hours is required. Crosslisted CHEM 4850, SCI 4850</p> <p>Prerequisite(s): BIOL 3015 "</p>	<p>Methods in Teaching Biology (8-12) II "3 cr. 3 hr. Day course offered in the Fall.</p> <p>This is the second part of the methods course that focuses on science (including chemistry, biology, general science) pedagogy at the middle and secondary level. Teacher candidates continue designing and implementing standards-based instruction and assessments that are aligned with best practices for teaching and learning in science. Special emphasis is placed on employing a variety of instructional practices and classroom management strategies that provide learning opportunities for diverse student populations and enhance multicultural pluralism. Moreover, teacher candidates will gain knowledge in using technology to facilitate teaching and learning appropriate for the needs of diverse learners and across varied subject areas. This course also addresses select biology (8-12), chemistry (8-12), and general science (5-8) subject matter knowledge (5-12) required by ESE. A pre-practicum of 25 hours is required. Crosslisted CHEM 4850, SCI 4850</p> <p>Prerequisite(s): BIOL 3015 "</p>
----------	-----------	---------	------	------	--------------------------------	----------------------------	---	--

2/9/2023	2/10/2023	Biology	CHEM	3015	Methods of Teaching Chemistry I	Title & Description Change	<p>Methods in Teaching Biology I "3 cr. 3 hr. Offered every spring semester.</p> <p>This is the first of two methods courses and will focus on content pedagogy of science (including general science, biology, and chemistry) at the middle and secondary level. Teacher candidates design and implement standards-based instruction and assessments that are aligned with best practices for teaching and learning in science. Special emphasis is placed on employing a variety of instructional practices and classroom management strategies that provide learning opportunities for diverse student populations and enhance multicultural pluralism. Disciplinary literacy is particularly emphasized to enhance reading, writing, speaking, and listening in science. A pre-practicum of 25 hours is required. CHEM 3015 and SCI 3015</p> <p>Prerequisite(s): BIOL 1800, BIOL 1860, SPED 3800, EDUC 2011, EDUC 2012, and CHEM 1000 or CHEM 1300."</p>	<p>Methods in Teaching Chemistry (8-12) I "3 cr. 3 hr. Offered every spring semester</p> <p>This is the first of two methods courses and will focus on content pedagogy of science (including general science, biology, and chemistry) at the middle and secondary level. Teacher candidates design and implement standards-based instruction and assessments that are aligned with best practices for teaching and learning in science. Special emphasis is placed on employing a variety of instructional practices and classroom management strategies that provide learning opportunities for diverse student populations and enhance multicultural pluralism. Disciplinary literacy is particularly emphasized to enhance reading, writing, speaking, and listening in science. A pre-practicum of 25 hours is required. BIOL 3015, SCI 3015</p> <p>Prerequisite(s): BIOL 1800, CHEM 1860, SPED 3800, EDUC 2011, EDUC 2012 , and CHEM 1000 or CHEM 1300."</p>
----------	-----------	---------	------	------	---------------------------------	----------------------------	--	--

2/9/2023	2/10/2023	Biology	CHEM	4850	Methods in Teaching Chemistry II	Title & Description Change	<p>Methods in Teaching Biology II "3 cr. 3 hr. Day course offered in the Fall.</p> <p>This is the second part of the methods course that focuses on science (including chemistry, biology, general science) pedagogy at the middle and secondary level. Teacher candidates continue designing and implementing standards-based instruction and assessments that are aligned with best practices for teaching and learning in science. Special emphasis is placed on employing a variety of instructional practices and classroom management strategies that provide learning opportunities for diverse student populations and enhance multicultural pluralism. Moreover, teacher candidates will gain knowledge in using technology to facilitate teaching and learning appropriate for the needs of diverse learners and across varied subject areas. This course also addresses select biology (8-12), chemistry (8-12), and general science (5-8) subject matter knowledge (5-12) required by ESE. A pre-practicum of 25 hours is required. Crosslisted CHEM 4850, SCI 4850</p> <p>Prerequisite(s): BIOL 3015 "</p>	<p>Methods in Teaching Chemistry (8-12) II "3 cr. 3 hr. Day course offered in the Fall</p> <p>This course focuses on content pedagogy at the secondary level. Teacher candidates design and implement standards-based instruction and assessments that are aligned with best practices for teaching and learning in their content area. Special emphasis is placed on employing a variety of instructional practices and classroom management strategies that provide learning opportunities for diverse student populations and enhance multicultural pluralism. A pre-practicum of 25 hours is required. Cross listed as BIOL 4850, SCI 4850</p> <p>Prerequisite(s): CHEM 3015 "</p>
----------	-----------	---------	------	------	----------------------------------	----------------------------	---	--



2/9/2023	2/10/2023	Biology	SCI	3015	Methods of Teaching Science (5-8) I	Title & Description Change	<p>Methods of Teaching Chemistry I "3 cr. 3 hr. Offered every spring semester</p> <p>This is the first of two methods courses and will focus on content pedagogy of science (including general science, biology, and chemistry) at the middle and secondary level. Teacher candidates design and implement standards-based instruction and assessments that are aligned with best practices for teaching and learning in science. Special emphasis is placed on employing a variety of instructional practices and classroom management strategies that provide learning opportunities for diverse student populations and enhance multicultural pluralism. Disciplinary literacy is particularly emphasized to enhance reading, writing, speaking, and listening in science. A pre-practicum of 25 hours is required. BIOL 3015, SCI 3015</p> <p>Prerequisite(s): BIOL 1800, CHEM 1860, SPED 3800, EDUC 2011, EDUC 2012 , and CHEM 1000 or CHEM 1300."</p>	<p>Methods in Teaching Science (5-8) I "3 cr. 3 hr. Offered every spring semester.</p> <p>This is the first of two methods courses and will focus on content pedagogy of science (including general science, biology, and chemistry) at the middle and secondary level. Teacher candidates design and implement standards-based instruction and assessments that are aligned with best practices for teaching and learning in science. Special emphasis is placed on employing a variety of instructional practices and classroom management strategies that provide learning opportunities for diverse student populations and enhance multicultural pluralism. Disciplinary literacy is particularly emphasized to enhance reading, writing, speaking, and listening in science. A pre-practicum of 25 hours is required. CHEM 3015 and BIOL 3015</p> <p>Prerequisite(s): BIOL 1800, SCI 1860, SPED 3800, EDUC 2011, EDUC 2012 and CHEM 1000 or CHEM 1300 "</p>
----------	-----------	---------	-----	------	-------------------------------------	----------------------------	---	---

2/9/2023	2/10/2023	Biology	SCI	4850	Methods of Teaching General Science (5-8) II	Title & Description Change	<p>Methods in Teaching Chemistry II "3 cr. 3 hr. Day course offered in the Fall</p> <p>This course focuses on content pedagogy at the secondary level. Teacher candidates design and implement standards-based instruction and assessments that are aligned with best practices for teaching and learning in their content area. Special emphasis is placed on employing a variety of instructional practices and classroom management strategies that provide learning opportunities for diverse student populations and enhance multicultural pluralism. A pre-practicum of 25 hours is required. Cross listed as BIOL 4850, SCI 4850</p> <p>Prerequisite(s): CHEM 3015 "</p>	<p>Methods in Teaching Science (5-8) II "3 cr. 3 hr. Offered every spring semester</p> <p>This is the second part of the methods course that focuses on science (including chemistry, biology, general science) pedagogy at the middle and secondary level. Teacher candidates continue designing and implementing standards-based instruction and assessments that are aligned with best practices for teaching and learning in science. Special emphasis is placed on employing a variety of instructional practices and classroom management strategies that provide learning opportunities for diverse student populations and enhance multicultural pluralism. Moreover, teacher candidates will gain knowledge in using technology to facilitate teaching and learning appropriate for the needs of diverse learners and across varied subject areas. This course also addresses select biology (8-12), chemistry (8-12), and general science (5-8) subject matter knowledge (5-12) required by ESE. A pre-practicum of 25 hours is required. This is crosslisted as BIOL 4850, CHEM 4850. Prerequisite(s): SCI 3015 "</p>
2/11/2023	2/13/2023	Earth and Geographic Sciences	GEOG	4220	Structural Geology	Remove elective course from next year's catalog		
2/15/2023	2/15/2023	Computer Science	CSC	1500	Computer Science	Remove prerequisite / restriction	MATH 1200, MATH 1250, MATH 1300, MATH 1700, MATH 1800, MATH 2200, MATH 2300, or MATH 0200	MATH 1250, MATH 1300, MATH 2200, MATH 2300, or MATH 0500

## **Changes to the Non-Substantive Change procedures**

Barbara Cormier spoke:

Last year when the Registrar proposed this, generally what was processed was mostly removal of things (Example: Remove a prerequisite, remove cross-listing, change the description, minor title change), all those could be changed through this form. Since that time we've had numbers of request to add prerequisites and also when it touches departments outside of the proposer's department. So last year it was voted that we would not do that because we did know, during that time, that the dynamic form could go through different departments; but now we can do that with the dynamic forms. So we are proposing that we add some additional functionality to the form where prerequisite and cross-listings can also be done on this form and if it impacts another department that they are included in the work flow and they must also sign off on the form, before it would go to the registrar's office. We are also talking about the gen ed attribute with the cross-listing and adding that in situations, where a course was approved to have a gen ed attribute on it but it's cross-listed with another course and that did not go through AUC; if that's something we also want to add to this form so it doesn't have to go through AUC again.

Committee member asked: How do we differentiate if it is on this form or have to go thru AUC?

AUC can still decide if it has to go through governance. Anything on form as long as it is within the dept and on the checklist is non-substantive, then they can use this form. If this is a content change, go through AUC; also if it is something that we are not sure and question, then we may decide to be safe and go through AUC. If people have questions they go to the AUC cochairs and also Barbara then they decide which is appropriate. Also discussed about if on the form they can put a Registrar recommendation and then we approve or disapprove the recommendation, then sends it to AUC to approve.

What about those who submit then have second thoughts?

We can have written amendment to the document, at the next meeting have an amendment to our procedures and we can discuss as a committee with the Registrar. We can vote and discuss in next meeting. Registrar says there is a function in the form that we can go in and return it for correction; so the sponsor could let us know and the Registrar could go back in and un-process the form and then return it to the sponsor for correction and then the sponsor would just submit it again to the Registrar.

*(Definitions inserted below)*

Non-Substantive Changes:

At the AUC level, a section will be included on the agenda titled “Non-Substantive Changes.” Prior to each AUC meeting, the Registrar will inform the AUC chair(s) concerning any changes to courses that do not in practice require a proposal. These changes may include:

- Minor course title changes (that do not change the basic nature of the course)
- Minor catalog description changes (that do not change the substance of the course)
- Cross-listing within the same department (that would only require the same department curriculum committee vote)
- Course prerequisite and corequisite removals (when all courses are within the same department and the changes only impact that department)
- Elective courses removed from catalog if not taught in the past five years (only by department request)

A representative from the Registrar’s Office will be available at the AUC meeting to address any questions about these announcements. Members of the AUC may request a vote to require a proposal for any item in the “Non-Substantive Changes.”

**Proposals to Refer to Subcommittees**

Motion: Paul Weizer    Second: Elise Takehana

- AUC #25 to the Academic Policy and Student Affairs subcommittees.
- AUC #26 – AUC #59: To the curriculum subcommittee.

**Motion to drop AUC 25 from being referred to the curriculum committee by Paul Weizer and seconded by Allison Turner.**

There was a discussion on whether AUC 25 needs to go to the curriculum subcommittee? The co-chair stated that they put curriculum on there because of the process that goes with the transfer piece that pertains to the curriculum.

**Vote to drop AUC 25 from being referred to the Curriculum Committee: 6/1/0**

**Vote to refer proposals to subcommittees: 7/0/0**

## Proposal to Recommend for Approval

### **AUC 13: DMI Curriculum Updates for Storytelling Pathway**

Motion: Rala Diakite    Second: Paul Weizer

Sponsor: Elise Takehana

We found out that one class is impossible to take because it has 4 prerequisites and a section where you can only take 4 classes, so by the time you took those 4 prerequisites, you would not be able to take the 5<sup>th</sup> course. So we are asking to remove the game design course GAME 3040 Virtual Reality Development, that is mathematically harder to achieve. Then we are removing COMM 3306 Web Design from the Storytelling pathway in the Digital Media Innovation major. It will add COMM 3305 Web Design, COMM 3880 Typography, and the new COMM 2XXX Podcasting course, which is being added to the curriculum.

**Vote: 7/0/0**

### ***Note for AUC Proposals #14 – #18:*** (BELOW)

Jason Talanian is not here at the meeting because he thought there would be a Google Meet link. He said he was okay with us (AUC Committee) discussing his proposals without him here. There is one proposal of his that was tabled in curriculum committee's meeting, we will not be discussing that proposal.

### **AUC 14: Prerequisite Change for EXSS 2300 – Nutrition in Exercise and Sport**

Motion: Paul Weizer    Second: Elise Takehana

There was no discussion.

**Vote: 7/0/0**

### **AUC 15: Prerequisite Change for EXSS 3000 – Applied Nutrition**

Motion: Paul Weizer    Second: Rala Diakite

There was no discussion.

**Vote: 7/0/0**

**AUC 16: Prerequisite Change for EXSS 4040 – Fitness Management**

Motion: Paul Weizer    Second: Rala Diakite

There was no discussion.

**Vote: 7/0/0**

**AUC 17: Prerequisite Change for EXSS 4200 – Professional Career and Development**

Motion: Paul Weizer    Second: Rala Diakite

There was no discussion.

**Vote 7/0/0**

**AUC 18: New Course – Weight Training for Fitness**

Motion: Paul Weizer    Second: Rala Diakite

There were amendments at the curriculum committee. Please see them listed on the AUC page under the proposal.

**Vote w/ friendly amendments: 7/0/0**

**AUC 20: Update General Education Designations for AAST 3800 – History of Jazz**

Motion: Paul Weizer    Second: Steven Fiedler

Sponsor: Rala Diakite

This is adding Diverse Perspectives (DP) and Fine Arts Expression & Analysis (FA) designations to the African American Studies cross-listed course for History of Jazz. History of Jazz already has these designations so we are now adding those designations to it's cross-listed course.

**Vote: 7/0/0**

#### **AUC 21: New Course – Introduction to Statistical Analysis**

Motion: Paul Weizer    Second: Elise Takehana

Sponsor: Jessie Oehrlein

This is a new version of the course, Intro to Statistics, we are hoping will be more appropriate for students who also need to take precalculus anyway. This would help them take a version of statistics that doesn't have the additional contact hour currently. And would fit the needs of courses needed to be taken later in those departments.

Committee asked if this would impact the enrollment to the current statistics course? Sponsor said not substantially. It may be down a section or two in the fall semester and a section in the spring. But we have many sections of the statistics course so we are not worried about any changes.

Committee member asked if this is limited to students in specific fields? Its open to everyone. There is a prerequisite of Math 1250 Functions or Math 1300 Precalculus, so there are majors we are anticipating that will be taking because of the prerequisites for the course.

Committee member asked what population is this course serving? Our students now need both precalculus and a statistics course are mainly in Computer Science, Earth and geo science, bio/chemistry, business administration, and econ. Math students are not required to take this course, but it would be a suitable course for them.

**Vote: 7/0/1 (Y/N/A)**

#### **AUC 21: General Education Designation of Procedural & Logical Thinking (PL)**

Procedural & Logical Thinking (PL) Designation for Introduction to Statistical Analysis

Because a lot of looking for patterns, trends, and data. Using computational tools and algorithms to find them. The prerequisites have QR designations, so it's building on that.

**Vote: 8/0/0**

**AUC 22: New Course – COMM 4XXX: Internship**

Motion: Paul Weizer    Second: Elise Takehana

Sponsor: Mary Baker

Last year we put through a proposal to put in alternative capstone in graphic design concentration. Graphic design students have either: option A is 12 credit internship (or) Option B is a 6 credit design studio and then a 6 credit internship.

We thought it would be easier to use the same course number for both the 6-credit internship and the 12-credit internship; but it has created issues and confusion making that decision. So this proposal is creating a separate course for the 6 credit internship.

**Vote: 8/0/0**

**AUC 23: MAJ/IHIP Designation for New Course – COMM 4XXX: Internship**

Motion: Paul Weizer    Second: Elise Takehana

Sponsor: Mary Baker

The capstone course COMM 4880 Internship (12 credits) had a MAJ / IHIP approval in 2021. We are asking for only 3 credits for MAJ / IHIP. This would allow for the 6-credit internship to have the same designation; so that would be both options for the capstone for Graphic Design students. So whether they chose option A or option B, they would both have the 3-credit internship MAJ/IHIP so they would be equivalent.

**Vote: 8/0/0**

**AUC 24: Programming for Engineers and Scientists with MATLAB**

Motion: Steve Fiedler    Second: Elise Takehana

Sponsor: Hong Yu

This is a sophomore course and it goes over basic numerical analysis techniques, algorithm or mathematic development, data, tools, functions, statistics. This course focus on the fundamentals of programming and algorithmic problem solving in practices, and the use of MATLAB. Upon completion, students will possess the programming skills and the problem-solving skills necessary to use when they go out and get jobs in the



field and in upper-level engineering and science courses.

Committee member stated they've never seen a specific software inserted in a course title, what happens if the software changes?

Sponsor stated a lot of jobs want students who know how to use MATLAB and we use a lot of toolbox and MATLAB has a lot of toolbox inserted into the program to obtain the data. And the mass department use MATLAB. At the open houses a lot of freshmen and families ask if we use this, so there is interest in it. Scientists want to use the data.

Committee member said they support having the software in the title. They are proud of having it and it will stand out to show the students took a good course and it will stand out. They can always change the title down the road.

There were amendments at the curriculum committee; please see them listed on the AUC page under the proposal.

**Vote w/ friendly amendments: 8/0/0**

#### **AUC 24: General Education Designation of Procedural & Logical Thinking (PL)**

Because algorithm inside and there's a lot of numbers in the data. There were friendly amendments at the curriculum committee.

**Vote w/ friendly amendments: 8/0/0**

#### **Items on the Floor**

AUC Co-Chair stated that AUC member Deborah Benes is on sabbatical leave for this semester so Laura Garofoli will be taking her place on the AUC committee for this spring semester.

#### **Adjournment**

Motion: Paul Weizer    Second: Elise Takehana

Meeting adjourned at 4:17 p.m.

**Vote: 8/0/0**