CURRICULUM AND REQUIREMENTS COMMITTEE

MINUTES

For the October 16, 1990, Meeting

Cragmor Hall 113 – 8:00 A.M.

See the attached summary and the recommendations to the Dean.
MEMORANDUM

TO: Professors Morley and Hoerner and Chris Martinez
FROM: Donald R. Foster
       Assistant to the Dean, CLAS
SUBJECT: C&R Committee Review of the Honors Program, Latin Honors, Departmental Honors, and ID 105
DATE: 17 October 1990

Because your input is essential to any recommendations that the C&R Committee might make to Dean Null and to the department chairs, I have taken the liberty to send you this summary of the discussions which took place on Tuesday, October 16, 1990. Please return the portion of this document which solicits your opinion.

The Honors Program:

A summary of the Honors Program based on a conversation I had with Professor Larkin revealed the following. The same problems faced by the Honors Program today are the same problems identified by a review process about seven years ago: lack of adequate resources (dollars and staff), lack of faculty commitment, lack of reward for faculty involvement, and inadequate advertising of the program to students. Professor Larkin concluded that unless adequate resources were committed to the program, he would recommend its abolition. Rather than using the Honors Program to do experimental courses, Professor Larking suggested that Interdepartmental Studies could easily be utilized for that purpose.

Proposal that departments which offer Honors courses could receive a small increase in their base S&E budget, and faculty who teach honors courses should receive special recognition.

Honors Program

pro-arguments: necessary to being a credible undergraduate program vital to the recruitment and retention of quality students

anti-arguments: in an era of tight budgets, resources will not be committed faculty not really supportive of an Honors Program

Latin Honors: 1) issue of too many people receiving Latin Honors discussion of removing Latin Honors from the catalogue in order to allow adequate time to consider what might be done
raise the grade point average from its current levels to higher ones, recognizing that only incoming freshman would be under this new standard.
3.9-4.0 = summa cum laude
3.8-3.89 = magna cum laude
3.7-3.79 = cum laude

provide special medals to those students who receive honors.

2) issue of the minimum number of hours of UCCS coursework to receive Latin Honors; currently only a minimum of 30 hours of coursework at UCCS is needed to get a degree (a student may transfer into CLAS a maximum of 102 credit from a four-year institution.) Suggestion that the 30 hour limit be kept (not raised), but that a minimum 3.7 UCCS gpa be required before a student would be considered for Latin Honors.

3) issue of a statute of limitations on old grades; the notion, in other words, that the student who has made a dramatic turn around in their academic performance should not be penalized for poor grades earned many years previously. General consensus that if the credit transfers to UCCS, the grade must transfer with it. Nothing below a "C" will transfer.

4) issue of departmental honors; departments must raise their standards to reduce the number of students who receive departmental honors. Perhaps only a fixed % of a graduating from each department should be eligible for each level distinction, high distinction, highest distinction. Perhaps guidelines should be established by the College faculty that will apply to all departments. Perhaps departmental honors should in some way be linked to a faculty committee which might also be responsible for Latin Honors.

ID 105

Professor Jim Burkhart made the following presentation:

1) ID 105 was created at the request of the CLAS faculty to improve basic math skills. But what our students needed was not provided in a simple math course.

2) Two-thirds of the course is math, algebra, and statistics with each of these three areas comprising one-fourth of the final grade. The final third of the course (and final one-fourth of the course) is a logic section.
3) This semester a textbook was adopted, but the logic section continues to be taught based upon notes which the student purchases in the Bookstore.

4) The course is team taught with the Philosophy Department faculty providing instruction for the logic section.

5) FTE for the course are split in the following manner: two-thirds to the Department of Physics and Energy Science and one-third to the Department of Philosophy.

6) The course has achieved its objectives. The skills of students are improved by this course.

Professor Burkhart, who was joined by Professors Bender, Sassower, and Soifer pointed out some problems with the program:

1) The course should be a requirement during the first two years; otherwise the purpose is somewhat defeated.

2) Some adjustment needs to be made in the teaching evaluations of those who consistently teach this course. Student anxiety, a required course, and a large course, all combine to produce lower evaluations for the faculty who teach this course. There either needs to be a larger pool of faculty who teach this course (thus spreading the lower evaluations over a larger group) or the evaluations need to be discounted for those who consistently teach the course.

3) There is the issue of students who have or need much more mathematics in their degree program having to take this course. (The course is not required, only the successful passing of the proficiency test.)

4) There is finally an issue of conflicting personalities in the teaching of this course. Possible solutions:

   a) 3 one-hour modules: students take all three (each taught by a different professor) and must successfully test out of all three.

   b) 3 three-credit courses in each of three areas (math, statistics, and logic); a student chooses one or more as is needed.

   c) leave the course as it is (Professor Burkhart's preference)

Professor Soifer proposed an alternative to the ID 105 skills course. He suggested an ideas course which would focus on mathematics as a liberal art - as a fine art, as a philosophy. Such a course would, of course, be something beyond what the original intent of ID 105 was.