

**ACADEMIC POLICIES COMMITTEE**

**STANDARD ONE YEAR PROCESS: UNDERGRADUATE CURRICULAR PROPOSAL(S)  
PROCEDURES TO CHANGE 2013-2014 CATALOG** (Approved by APC September 6, 2012 )

**TEMPLATE FOR PROPOSALS:** All submitted proposals need to adhere to the following template in order to facilitate the work of the Academic Policies Committee. **Please fill in boxes.**

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| <b>NAME OF SCHOOL OR DEPARTMENT:</b><br>Mathematical, Information and Computer Sciences |
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**ACTION ITEMS/SUBSTANTIVE CHANGES INCLUDE:** addition/deletion of courses, additions/deletions of a major, changes in degree requirements and changes in general education requirements.

**I. List proposal(s) with a one line abstract (examples):**

- Proposal I: To drop xx course from the xx major (concentration, minor), etc.
- Proposal II: To add xx course as a requirement to xx major (concentration, minor, etc.)
- Proposal III: To add or drop a major, minor, concentration, etc.
- Proposal IV: To add xx course to the General Education cluster.....
- Proposal V: To add a hybrid, online, or video conferencing course....

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| Proposal I: To drop the concentrations in Scientific Programming and Applied Computer Science from the BS options in Computer Science. |
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| Proposal II: |
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| Proposal III: |
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| Proposal IV: |
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**II. Rationale:** Each proposal needs thorough explanations as to why the change is being suggested. Please answer the following questions in your rationale and include other appropriate reasons in this section. All proposals must address the following questions including face to face, hybrid, online and videoconferencing courses.

**Proposal I: To drop the concentrations in Scientific Programming and Applied Computer Science from the BS options in Computer Science.**

1. How has assessment data informed the proposed change and how recently has your department or school completed a program review? For example, have alumni, outside reviewers, etc., suggested improvements?

Our department offers four degrees with the title Computer Science:

- Computer Science BS
- Computer Science BA
- Computer Science with a Concentration in Scientific Programming (BS)
- Computer Science with a Concentration in Applied Computer Science (BS)

Students are not making use of the last two degree options and we would like to eliminate them from the catalog to make the degree check process simpler.

2. What are comparable universities and colleges doing?

These two concentrations that we were offering are not part of standard practice.

3. Is the change related to stipulations imposed by outside accrediting agencies (addressing standards, etc.)?

No.

4. How does the proposed change relate to the mission of the university?

It has no material effect on the work of our department. The elimination of these two concentrations will simplify the work of the PLNU Records Office.

5. How does the change accommodate the department or school's learning outcomes for the major, minor, concentration, etc.? For instance, does the change help balance out the curriculum, or does it fill in a missing gap that would help strengthen the program? Does it add breadth or depth, etc.?

These two concentrations were formed to encourage students to select specific paths through the electives for their major. Our learning outcomes were built for the overall computer science program and will not be effected by the elimination of the concentrations.

6. What impact will it have on the size of the major, minor, etc.?

None.

7. Will the change(s) be sustainable with human and financial resources?

Yes, it will not have any impact.

8. How does the proposal(s) address the PLNU strategic plan?

This does help in a small way with efficiency since it streamlines the work for people in the Records Office.

9. State other rationale that you deem appropriate.

This really is a book keeping change only.

**III. Tentative Syllabus/Course Learning Outcomes:** If you are proposing new courses, please include a tentative syllabus with course learning outcomes. This should not include textbooks, calendar, etc., but merely an idea of what the course content will include as well as what you hope the student will accomplish by the end of the course. **State at least four course learning outcomes (CLO's).**

**Syllabus:** No syllabus since this is the elimination of concentrations in a major.

**Outcomes:**

**IV. Catalog Copy:** What will these changes look like in the catalog?

Notes (if any) to be included at the bottom of new program catalog copy:

Note that the catalog copy will change in the following ways:

- Elimination of the specific listings for the two concentrations  
([http://catalog.pointloma.edu/preview\\_program.php?catoid=8&poid=389](http://catalog.pointloma.edu/preview_program.php?catoid=8&poid=389) and  
[http://catalog.pointloma.edu/preview\\_program.php?catoid=8&poid=390](http://catalog.pointloma.edu/preview_program.php?catoid=8&poid=390))

**V. Recorded Department/School Vote:**

Please state the number and percentage of department school faculty who voted for the proposal. If other departments are affected, please inform the committee how those departments voted.

Proposal I: Approved unanimously. No other departments affected.

**VI. Library Impact:**

What new library acquisitions, if any, will be needed to support the proposed changes? (If none, please state that.) Please consult the check off list at the end of the template.

None.

**VIII. Technological Impact:**

What additional or new software, hardware, lab space or tech supported space will be needed to support the proposed changes? (If none, please state that.) For hybrid, online or video conferencing proposals, please answer questions at the end of the template.

None.

- IX. WASC Credit Hour Standards:** All new course proposals must meet the standards as set by the United States Department of Education with regard to the credit hour definition. One semester unit represents an hour (minimum fifty minutes) of class time per week for at least 15 weeks (Carnegie definition). Two hours of preparation are normal for each hour of class. Please state how this new course(s) will meet those minimum requirements. See section on distance learning to answer questions on hybrid, online, and video conferencing courses.

**Direct instructional hours are equivalent to the following:**

- 1 credit hour =750 minutes instructional time
- 2 credit hours=1,500 minutes
- 3 credit hours=2,250 minutes
- 4 credit hours=3,000 minutes
- 5 credit hours=3,750 minutes

No new courses are involved.

- X. Final Summary: Review course and staffing impact with your College Dean or appropriate administrator.**

**Total course additions: 0**

**Total course deletions: 0**

**Total unit additions: 0**

**Total unit deletions: 0**

**Rotation of courses or deletion of sections to accommodate additions: none**

**Staffing impact/increase or decrease: none**

**NON ACTION OR PROCEDURAL CHANGES:** These changes will not go to the faculty floor for a vote. These are changes that include: revision of course descriptions including title, number or prerequisites, alternate year listing in the Catalog and the cross listing of courses.

**I. List proposals with a one line abstract.**

- A. To change the name of MTH133 Pre-Calculus to Precalculus for the Sciences
- B. To change the name of MTH123 Elementary Functions to Pre-Calculus

**II. List current descriptions and new descriptions side by side.**

| Current Descriptions  | New Descriptions   |
|---|--|
| <p><b>MTH123: Elementary Functions (3)</b><br/>           A basic introduction to functions designed to meet the prerequisite skills necessary for the study of calculus. A study of polynomial, rational, exponential, logarithmic, and trigonometric functions, coordinate geometry, and graphing.<br/>           Prerequisite(s): MTH 113 (or equivalent).</p>   | <p><b>MTH123: Pre-Calculus Mathematics (3)</b><br/>           A basic introduction to functions designed to meet the prerequisite skills necessary for the study of calculus. A study of polynomial, rational, exponential, logarithmic, and trigonometric functions, coordinate geometry, and graphing.<br/>           Prerequisite(s): MTH 113 (or equivalent).</p>  |
| <p><b>MTH 133: Pre-Calculus (3)</b><br/>           An introduction to the functions necessary for the study of calculus with an emphasis on numerical and graphical notions of continuity, limits and derivatives. the following function types are used as examples for the study of the concepts: polynomial, rational, exponential, logarithmic, and trigonometric functions.<br/>           Prerequisite(s): MTH 113 or equivalent.</p> | <p><b>MTH 133: Pre-Calculus for the Sciences (3)</b><br/>           An introduction to the functions necessary for the study of calculus with an emphasis on numerical and graphical notions of continuity, limits and derivatives. the following function types are used as examples for the study of the concepts: polynomial, rational, exponential, logarithmic, and trigonometric functions.<br/>           Prerequisite(s): MTH 113 or equivalent.</p> |

**III. Rationale.**

**Rationale:**  
 MTH123: Changing Elementary Functions to Pre-Calculus Mathematics  
 For reasons that are lost in the fog of history, PLNU has had a very unusual name for MTH123: Elementary Functions. In virtually all other settings, this course is called Pre-Calculus or Pre-Calculus Mathematics. As the department was reviewing options for to be offered in Summer School, MTH123 was identified as an important class because it is part of the required coursework for Business Majors. However, the title does not communicate well with external audiences (non-PLNU students, schools seeking articulation agreements, accreditors, etc.). After consulting with the School of Business, the MICS Department decided to change the name of the course. The content remains exactly the same.

**MTH133: Changing Pre-Calculus to Pre-Calculus for the Sciences**

This version of pre-calculus was created a few years ago to meet the needs of students in the sciences who would begin calculus MTH144 in the spring. In order to help eliminate transcript and records confusion with the name change above (MTH123) we are seeking to change the name of this class as well. The content of the course remains exactly the same.

Note the Business and Science students can meet their pre-calculus requirement by taking either MTH123 or MTH133. That will not change.

**Final Check-off List:**

\_Y\_ The College Dean or appropriate administrator has been consulted.

\_Y\_ All affected departments have been contacted and the results are indicated in the proposal.

\_Y\_ The proposal has been voted on by the department.

\_N/A\_ Appropriate contacts have been made with the director of the library as well as media services. With whom have you spoken? \_\_\_\_\_

\_N/A\_ Staffing impact has been addressed.

\_N/A\_ For hybrid, online and video conferencing courses, instructional technology has signed off verifying appropriate pedagogical expertise.

\_N/A\_ Appropriate budget considerations have been reviewed.

\_N/A\_ Office of Records has been consulted for appropriate course numbering sequences for traditional and/or hybrid and online courses.

**Departmental Replies:**

**From:** Becky Havens

**Sent:** Friday, October 26, 2012 4:23 PM

**To:** Maria Zack

**Cc:** Ivan Filby

**Subject:** RE: FSB major changes - CSC 181

No, the title for MTH 123 as pre-calc will be fine—in fact, I agree it's a more traditional title. Our requirement now says either MTH 123 or 133, but most students take 123.

Becky

**Rebecca A. Havens, Ph.D.**

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**From:** Dawne Page  
**Sent:** Wednesday, November 07, 2012 2:02 PM  
**To:** Maria Zack; Ken Martin  
**Subject:** RE: APC Heads up

Sounds good to me, Maria.

Dawne

**From:** Maria Zack  
**Sent:** Wednesday, November 07, 2012 2:01 PM  
**To:** Ken Martin; Dawne Page  
**Cc:** Maria Zack  
**Subject:** APC Heads up  
**Importance:** High

Ken and Dawne,

I have been swamped and forgot to send you email about this. We are planning on changing the names of MTH123 and MTH133. Nothing about the classes will change, just the names. The reason is that the title of MTH123 Elementary Functions is an odd one and it should really be Pre-Calculus. This oddity is starting to cause us problems with external audiences (articulation agreements, accrediting bodies, summer school enrollment, etc.) So the new titles that we are proposing are:

MTH123 Pre-Calculus Mathematics  
MTH133 Pre-Calculus for the Sciences

We didn't want to keep anything as simply pre-calculus because we didn't want to mess up the Records Office. Nothing will change from the point of view of your students – content is the same and both classes will work as preparation for MTH144.

Do you see any disasters for your departments in these changes?

Thanks!  
Maria

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**From:** Ken Martin  
**Sent:** Wednesday, November 07, 2012 2:22 PM  
**To:** Maria Zack; Dawne Page  
**Subject:** RE: APC Heads up

Hi Maria,

The only thing I can imagine is the concern some of our majors may have if they think that, as science students they **must** be in MTH133 since it is titled "... for the Sciences". I don't see any obvious way around that. It will probably just require a little clarification from time to time with individual students who can only take MTH123 for scheduling reasons.

Ken