1. Approval of Minutes
2. Undergraduate Announcements
3. Reports
   a. Distribute bylaws and Alan Zehnder’s report to the dean on AY 06-07
   c. Reports on changes to Math 191, Chem 209, CS 101 (Shef Baker?)
   d. Report from liberal studies committee (Betta Fisher)
   e. Report on AEM minor (Rich Robbins)
   f. Report on admissions (Mark Spencer)
4. Election of Vice Chair
5. Distribute draft committee assignments
6. Preview of CCGB Business for AY 07-08
   a. Business related to last year’s curriculum reform:
      • Charge from faculty to review Math/Science/Computing core
      • Review changes in introductory chemistry
      • Establish plan to assess Math 191 workshops
   b. Other Old Business
      • Wording of advisor-approved elective guidance in handbook.
      • Proposal to admit sophomore transfer students preaffiliation.
   c. New Business
      • Input to restructuring of introductory biology sequence.
      • ABET review of ENGRD, ENGRI, ENGRG courses
      • Small changes for ME minor proposed by MAE
      • AP credit: statistics, Math 191, etc.
   d. Agenda items from CCGB members?
7. Request reports from each committee (for next meeting) of recent activities and known agenda items.
**CCGB Minutes, May 11, 2007**


Ex-Officio: D. Bell, B. East, L. Schneider, R. Robbins, F. Shumway, M. Spencer

Other: C. Pakkala

**Approval of Minutes:** The minutes of the 4/6/07 CCGB Meeting were approved with modifications.

**Undergraduate Announcements:** R. Robbins announced that Mary Glick is the new administrative assistant in Advising. She will work with the undergraduate coordinators in Engineering. M. Spencer stated that May 1 was the postmark deadline for receiving applications from potential students for admittance into Cornell. So far there are 680 students in the entering class. An additional 35 kids have financial aid extensions, and if all 35 come to Cornell, we will have a class of 715 freshmen. If only 5 of the 35 students with financial aid issues come, we will utilize the wait list.

Transfer admissions were not completed until late April. Some departments have seen the transfer files; others will receive some soon. L. Pollack stated that she realizes that it is important for the college to keep a certain number of transfer students, but a student has to be a sophomore transfer in order for them to be considered for admission to AEP. She said that it might be helpful to consider admitting generic engineering students instead of having them pre-affiliate. D. Gries suggested that the college should amend the rule that says that transfer students have to go into a major. The issue will be placed on the CCGB agenda next year.

F. Shumway said that the online math exam was launched on Wednesday and several students have already taken it. Advising is monitoring students who, based on their exam results, might not be ready for Math 191. She thanked L. Pollack, A. Zehnder, M. Hammer, and everyone else who helped with the exam.

B. East said that about 105 students took the FE exam in April, and 15 proctors were hired to administer the exam. It was quite an experience, but it went well. Most of the students were Cornell students; maybe 10 were not. We will know how many were Cornell students after we get the exam results. J. Bartsch stated that BEE primarily did the FE exam review, but CEE and ECE helped. Problem-solving practice exams were utilized.

**Aerospace Minor:** E. Fisher stated that although the minor had been approved by the CCGB as a group, MAE needs to know which departments will allow their students to take it.

**Advisor-approved electives:** A. Zehnder said that we need to know if changes to the electives can be made and approved by the CCGB or if changes need to go to the college. He suggested that a committee be put together to discuss the issue and that it be put on the agenda for next year.

**Math requirement:** D. Gries stated that the issue with the math requirement is substitution. Up to now the students needed 16 credits of math, but they could take 4 courses that equal only 15 credits. The courses used to total 16 credits, but there is no reason why the students need 16 credits.

D. Gries motioned that: **Whereas** there is confusion as to whether the core math requirement has a credit requirement of 16 credits, whereas the mathematics requirement was originally 15 credits and was changed to 16 in 1985-86 only because Math 293 went from 3 to 4 credits, **Be it resolved that** the core math requirement remain at Math 191; Math 192; Math 293 or Math 294; and a CCGB approved, 3 or 4 credit, math course designated by the major, but students utilizing transfer credit to fulfill the math requirement may satisfy any of these individual required courses with a 3-credit course.

F. Shumway stated that the motion would affect the science block of courses also. When we have transfer students, we might say a course is equivalent to Math 294, but it might be only 3 credits. The students would have to pull a credit from another course (where it isn’t otherwise needed but has math content) to get the extra 1 credit. It is better to allow a course with the credits it comes with. L. Pollack stated that there is a minimum number of
credits required for graduation. She wondered if we could ever be in situation where a student can’t graduate because of 1 credit. D. Bell replied that it is possible, except that Cornell requires 120 credits. S. Baker asked if a student could only have 12 credits of math if they transfer 4, 3 credit classes. D. Gries replied that it could happen.

A. Zehnder said that the students have to apply for transfer admission and we look at their courses to see if they are equivalent to courses here. B. Isacks stated that we need to decide in what sense the courses are equivalent. F. Shumway said that students are required to have course evaluated by Cornell faculty. Some courses are missing significant portions of the Cornell courses. S. Baker said that a transfer student’s 3 or 4 credit math classes are generally not equivalent to ours.

M. Spencer stated that he went through the math requirements w/Hatcher in the Math Department and got information about how credits should be given. Most students need to take 2 math classes to get Math 191, which means they have 6 credits to go to get to Math 191. Most transfer students will have 6-8 credits for Math 191. Advising will call A. Hatcher if they are unsure about math courses that transfer students want transferred in.

D. Bell stated that 4 credit courses vary by colleges and even at Cornell. B. East said that the big differences lie between substitutions for courses. E. Fisher said that transfers usually have enough misc. courses and this doesn’t seem to be a problem. She tries to be scrupulous about evaluating courses and likes the 4 credit requirement. She wondered whether, when someone transfers in, they need to have an exact equivalent for a course at Cornell. F. Shumway replied that in math or science or required courses, a course would need to be deemed equivalent.

For liberal studies courses some students could use a course such as geography, which is not taught at Cornell. D. Bell said that there is a notation as to equivalency on a transfer student’s transcript.

R. Robbins said that if the main concern is content and preparation for the next level, it doesn’t seem relevant to pull in additional credit. S. Baker expressed his concern about students being able to satisfy the math requirement with 12 credits of math vs. 16 credits. D. Gries said that the graduation requirement doesn’t have much to do with this issue because most students have more credits than that. It is the course requirement that is important; not the credit requirement.

L. Pollack asked if an incoming freshman could place out of 294 by receiving a good score on the placement exam. F. Shumway replied that a student could place out of Math 191 or 192. L. Pollack stated that it seems like knowledge is what we’re after. If students could pass the Math 293 final and get credit, that would seem fine. F. Shumway said that many of our students take math elsewhere during the summer. L. Pollack said that she has many students who experience difficulty with finding a Math 294 equivalent elsewhere.

J. Bartsch said that it is tough to explain to ABET that students have proficiency in a subject at Cornell if they take courses at TC3 and transfer the credits in. S. Baker asked if a large fraction of our students are taking classes elsewhere and trying to transfer credits in. F. Shumway replied that those students who failed courses here go through that process. S. Baker stated that he doesn’t like it that our students are not succeeding with our courses, so they have this way to take courses elsewhere to get through. He does not like giving equivalence for that. It is good to require an extra course to get to 16 credits of math.

C. Seyler said that the credit minimum should be 15. L. Pollack said that the minimum should be 15 credits of math, and advisors can require 1 credit or not. A. Zehnder said that substitutions have to be required by majors and approved by the CCGB. The CCGB could approve a substitute math course. B. East stated that there is a lot of variety in faculty advisors. Kids will be treated differently by different advisors. F. Shumway said that currently our students complete a transfer credit form, take it to Allen Hatcher for his approval, and then a faculty advisor needs to approve it also. If both say yes, F. Shumway signs off on it.

D. Gries suggested that departments can substitute their own math class for a terminal math class, and it might be a 3 credit class. He agreed to re-word the motion and move on. F. Shumway said that in the meantime Advising will continue to advise students under the current 16 credit rule.

Curriculum transformation follow-ups: S. Baker said that David Zax and Garnet Chan have been assigned to teach Chemistry 209. He will chat with Lyndon Archer about this. A. Zehnder said that we need to make teachers aware that our students have had calculus. L. Pollack said that the Math Department is resistant about prerequisites. Engineering needs to find way of approaching Math that isn’t perceived as hostile.
A. Zehnder stated that there are workshops for Math 191, and the Math Department is enthusiastic about them and has offered their people to work with Mike Kelley. B. East said that L. Schneider trying to hire facilitators for this; some AEW facilitators might want to do this. They are trying to schedule these workshops in the Engineering Quad.

S. Baker stated that he had a request from the Physics Department to investigate these styles of workshops for the physics courses. L. Schneider added that she got a message from Eric Mueller who teaches Physics 112. He wants to improve the T.A. recitations and wants them to be better prepared with more unified content. He thinks he might want to try the Math 191 type workshop model. L. Pollack said that there is a lot of resistance to this by faculty. Physics 112 rotates, with different instructors for each semester.

D. Gries said that ASPAC is supposed to have 2 meetings in June. R. Robbins added that they will be held on June 7 (1-4:30) and June 14 (1-4:30). They need faculty for both of these meetings.

D. Gries stated that he needs course assessments for ABET. It is good to have them for both fall and spring.

D. Gries announced that Betta Fisher has agreed to be chair for next year. The CCGB expressed their thanks to A. Zehnder for serving as chair. J. Bartsch agreed to serve as vice-chair of the CCGB.

The meeting adjourned at 9:00 a.m.