



07 285

Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

		(Check all that apply):	Proposal # <u>361</u>						
College:	<u>Science, Engineering and Technology</u>	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:						
Department:	<u>Computer and Information Sciences</u>	<input type="checkbox"/> Graduate	Academic Year <u>06-07</u>						
Program:		CIP # 30.2501	(For Office Use Only)						
Type of Change	<u>PROGRAM PROPOSALS</u>		<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th>Course Designator and Number</th> <th>Number of Credits</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Course Designator and Number	Number of Credits				
Course Designator and Number	Number of Credits								
Proposed:	<u>New Major</u>		(if applicable)						
Title Current:									
Title Proposed:	<u>Cognitive Science</u>								
24-Char. Abbrev:	<u>COGSCI</u>								

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Cognitive Science is an interdisciplinary inquiry concerned with understanding the nature and development of such intelligent capacities as perception, language, reasoning, learning and problem solving, whether these capacities are realized in biological or artificial systems.

Rationale or Justification for change:

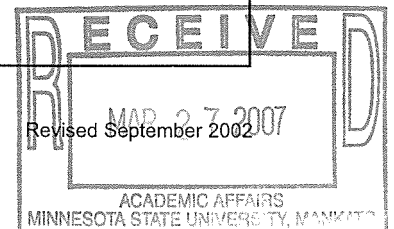
Inquiry about cognition is by its very nature interdisciplinary, integrating methodological, theoretical and practical foci of Biology, Computer science, philosophy and psychology into a single course of study. It is a goal of all the MSU colleges which house participating departments to make available strong interdisciplinary degree programs. The proposed program is a strong interdisciplinary program which makes available to students a degree in a cutting edge subject.

*****For General Education or Cultural Diversity Courses Only*****

<p style="text-align: center;">General Education Course:</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th>GE Category #</th> <th>GE Category Name (Maximum of 3 Categories)</th> </tr> </thead> <tbody> <tr><td> </td><td><u>N/A</u></td></tr> <tr><td> </td><td><u>N/A</u></td></tr> <tr><td> </td><td><u>N/A</u></td></tr> </tbody> </table> <p><small>? For Writing Intensive Courses, attach a description of the kind and quantity of writing. ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.</small></p> <p>Attach paper copies of the following:</p> <ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes associated with each GE competency or CD designation. List of strategies to be used to assess students' achievement of each GE competency or CD designation. 	GE Category #	GE Category Name (Maximum of 3 Categories)		<u>N/A</u>		<u>N/A</u>		<u>N/A</u>	<p style="text-align: center;">Cultural Diversity Course:</p> <p>(Please check one.)</p> <p><input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)</p> <p><input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)</p>
GE Category #	GE Category Name (Maximum of 3 Categories)								
	<u>N/A</u>								
	<u>N/A</u>								
	<u>N/A</u>								

*****For New Courses*****

(Check all that apply): <input type="checkbox"/> Course is an elective. <input type="checkbox"/> Course is required for program <input type="checkbox"/> Pre- or Co-requisites: <input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) _____	Instructional Type: <u>Lecture</u> Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N _____ _____	Course will be offered: <input type="checkbox"/> Fall Semester <input type="checkbox"/> Spring Semester <input type="checkbox"/> Summer Session
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)		
Attach paper copies of the following: <ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes. A list of resources required to offer and support this course. A description of how teaching this course will affect department staffing. If 400/500 level course, an explanation of added expectations of graduate students. 		





Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 Department Chair *David Hagbi* 2/26/07
 Date

Comments:

College Curriculum Committee
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 Committee Chair *Kam C. Chou* 3/9/07
 Date

Comments:

College Dean
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 Dean *[Signature]* 3/26/07
 Date

Comments:

General Education Subcommittee
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 General Education Subcommittee Chair _____
 Date

Comments:

Undergraduate Curriculum and Academic Policy Committee
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 UCAP Faculty Chair _____
 Date

Comments:

Faculty Association Graduate Committee
 Recommended
 Not Recommended

 Faculty Association Graduate Chair _____
 Date

Comments:

Graduate Dean
 Recommended
 Not Recommended

 Graduate Dean _____
 Date

Comments:

Academic Affairs Council
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 Assistant Vice President _____
 Date

Comments:

Senior Vice President and Vice President for Academic Affairs
 Approved (Category/ies _____)
 Not Approved (Category/ies _____)

 Sr. Vice President / Vice Pres. Academic Affairs _____
 Date

Comments:

Department Meeting – February 26, 2007

Members present: Haglin, Sanchez, Tietz, Slack, Syed, Kruse, Asher, Hart, Veltsos, Bates, Sallam.

Members Absent: Kelley, Wells, Quade, Schilling.

On sabbatical this term: Azarbod, Case, Cornell.

Guest: Michelle Carter, Interim Director, RASP

Call to order at 10:06

No quorum present yet. Leon gave the highlights of the minutes of the previous meeting.

David: The department split is on the agenda because the administration asked that there be a vote at the chair's meeting to approve of our department split. Approval was unanimous.

Quorum present at 10:10

Al: I move that we accept the minutes of the previous meeting.

Syed: Second.

<carries>

David: I'd like to introduce Michelle Carter to talk about RASP, the Office of Research & Sponsored Programs.

Michelle: RASP shares space in the Wigley Admin. Center with CESR, The Center for Excellence in Scholarship & Research. There is a handout (see accompanying pdf). The purpose of RASP is to give general comments rather than technical input about grant proposals.

- Faculty Research Grant proposals are due by March 19. RASP can provide feedback prior to that date.

- The deadline for Summer Research Grants is over. There were 46 submissions but not all met the guidelines because these grants are for salary, not supplies.

- The Undergraduate Research Conference will be April 23 and 24.

- The McNair grants are for students who plan to go to graduate school. They are designed for students who are low-income, first generation college and under-represented populations. Rather than attempting to determine if a student might be qualified, send interested students to Wiecking 302, the McNair Office.

- There is money available to hire undergraduates to work with faculty on research. This is new and the process is relatively informal.

- The difference between RASP and CESR is that CESR is interested in increasing quality and RASP is interested in helping to get money.

- Visit grants.gov and update your profile on cos.org.

Becky: What about when one goes to a conference primarily as an opportunity for networking? I advise using a grant writer and using indirect cost recovery dollars.

Julio: Having the success rates (both locally and nationally) for the various grants would be useful.

David: How does one succeed in getting assessment into a grant proposal?

David: Thanks, Michelle.

David: On to the curricular proposals.

Syed: I **move that we approve the proposal for IT 219, Java for C++ Programmers.**

Gregg: Second.

<motion carries>

Al: Concerning the Cognitive Science Major, where are the components after the department split?

Becky: Mostly CS, but the ISYS HCI course will be included

Julio: What is the job market for graduates of this program?

Becky: It is strong preparation for graduate school. Many of the jobs are similar to CS jobs. Each of the four participating departments must approve it. Each of the participating colleges (three) must approve. The main contact is in the Philosophy Department.

David: What are the student number expectations?

Becky: 20-25% of the students in CS classes said they would consider the program. It is a program that appears to be especially attractive to women. The proposal to UCAP must go from each department according to MnSCU. There are no new courses required.

Becky: **I move that we approve the Cognitive Science Major.**

Gregg: Second.

<motion carries>

David: We don't have time to discuss the Marketing Plan, but each person should look at it. (This handout is in the accompanying pdf.)

Julio: Is there a chance of CS merging with CE?

David: We have had discussions, however, now is not the time.

<Discussion of student advising day to be held March 6.>

Adjourned at 10:58

--Leon Tietz, secretary