CBA-UCC
2017-2018
Committee Charges

1) Continue the discussion of the role of MTH-175 as an all CBA requirement. This is an historic requirement that seems to have run its course in the current era. Related questions:
    a) What level of Quantitative Literacy (QL) should all CBA students have in common?
    b) Does the CBA need/want to establish a QL Learning Outcome (LO)?
    c) Should each functional department have some form of QL requirements/LO?
    d) Are there other, new directions in Quantitative Analytics(QA) the CBA has the resources to pursue in conjunction with the newly approved minor in Healthcare Analytics Management?
    e) Are there opportunities for the CBA to work with colleagues in SAH to develop new programs in QA?

2) Continue the discussion of the role of "Teamwork" in the CBA. This is related to the "soft skills" often mentioned as being demand by employers, and something Millennials believe they possess. In addition, we know that many of our courses, from pre-core to capstone, make use of teams to accomplish course goals. We already have courses that present and develop student understanding of teamwork through lecture and exercise materials. Further, there are tools already in use in the CBA that allow for longitudinal recording of individual student development. This seems to be an opportunity to close-the-loop in terms of drawing together what is already being done to work toward a more integrated and measurable LO in Teamwork Skills.

3) A follow-up to #2 is discuss the linkages between Teamwork and Leadership and to determine the extent to which a more integrated CBA level effort to develop Teamwork skills might also help us develop Leaders.

4) Continue to provide assistance and support to individual departments through timely feedback and approvals on CIM materials related to courses and majors.

5) Continue to determine how CBA Committee minutes can be made available to all through the CBA Home Page.

6) Continue to communicate with the Director of Assurance of Learning concerning the relationship between our Learning Outcome goals and how we are achieving them through curriculum.