

Minutes of the Academic Advisory Committee on the Computing Disciplines

February 9-10, 2006

At Georgia Southern University

Bob Cook, Chair, Presiding

Mark Guzdial, Chair-Elect, Secretary

February 9

1:25 pm

Bob Cook called the meeting to order and presented the agenda. Wayne Summers motioned to approve the agenda, which was seconded and approved.

Mark Guzdial was presented as a new member of the Executive Committee, as the Chair-Elect of the AACCD.

Gerald Adkins reminded everyone of the committee website, <http://turing.gcsu.edu/~aaccd>

Tom Maier, Board of Regents liaison to AACCD was given the floor.

- He said that the Board had received the Area F recommendations from the prior meeting and the recommendation to purchase access to the ACM Digital Library for the System, but the latter recommendation was unsuccessful. Instead, there is a \$3M Galileo upgrade in the works to provide federated search.
- He described the new chancellor's initiative on "data-driven change" with a focus on RPG, "Retention, Progression, and Graduation." He said that RPG is the highest priority for the current Chair of the Board of Regents.
- Recent reports estimate the value of the University System of Georgia to the economy of the state at \$23B/year. Georgia state's contribution to the system is around \$1.5B/year.
- The WebCT CE license is up this year, and Vista is being integrated across the System. 27 institutions as of that date were using Vista.
- He presented diagrams showing the progression of the fiber network across Georgia, and that all institutions are now connected by fiber, most of which is owned by the System.
- We can get access to Gartner Group reports by emailing requests to gartner@usg.edu

Bob Cook moved that the minutes be approved, which was seconded and approved unanimously, with one correction.

- Appendix II should be corrected to show that the University of West Georgia does have ACM Digital Library access.

At 3 pm, the meeting broke for subcommittees to take up new business.

- Bob Cook, Gerald Adkins, and Mark Guzdial took up a *Programs and Status* subcommittee to consider what information could be collected from all institutions for meaningful sharing.
- Charles Shipley and Gary Rogers took up a *K-12 Outreach* subcommittee to consider AP credit standards and what might be done to increase enrollment through outreach to high schools.
- Becky Rutherford took up an *IS and SE Area F and Learning Outcomes* subcommittee.
- The *Executive Committee* was to meet that evening.

February 10

9 am

Bob Cook called the meeting to order.

Gerald Adkins, for the Executive Committee, proposed Wanda Eanes of Macon State College as Chair-Elect. He reported that Leigh Ratliff had resigned from the Executive Committee and that Julia Benson-Slaughter's term was ending on the Executive Committee.

Rani Singh motion to close nominations and approve Wanda Eanes. The motion was seconded and approved unanimously.

Becky Rutherford presented the Area F learning objectives for Information Systems and Software Engineering. (Appendix I.)

Ron Schroeder moved to accept the IS and SE learning outcomes and Area F, and Mitch Clifton seconded. The motion carried by unanimous acclamation.

Charles Shipley presented the AP Credit recommendation, which was tabled for next meeting.

There was discussion, led by Ahmad Ghafarian, about forming a Committee on New Curricula for Information Assurance. Wayne Summers of Columbus State University recommended the Chautauqua on Information Security held at the University of Dayton for three days each summer. Becky Rutherford talked about training of faculty and setting up a certificate and degrees in this area. No recommendation was made at this time.

Bob Cook presented the Programs and Status subcommittee work. The subcommittee recommended gathering statistics on Area F from each institute on the AACCD describing Area F classes (e.g., CS1, CS2, and computing pre-requisites). Mark Guzdial was charged with creating a survey to gather information from the membership. The idea is to link to the Board's RPG initiative and to further our recruiting and K-12 outreach. Gerald Adkins offered to email a link to the survey, and he announced an initiative to gather syllabi on CS1301 and CS1302 across the system.

He moved that we should create such a survey, which Gary Rogers seconded with a "Yay, Verily!" The motion was approved.

Nabil Yousif presented a resolution (Appendix II) that classes should be offered to System faculty for graduate course hours in advanced and emerging computing topics. Becky Rutherford pointed out that instructors need 18 graduate hours in field for SACS accreditation. Boris Peltsverger pointed out that Georgia Southwestern State does offer 18 hour certificates. The committee decided to table the resolution at this time, and the subcommittee was charged with:

- Determining the number of faculty interested in becoming SACS qualified
- What is currently offered for faculty
- Who would pay for these hours (System? Individual Departments?)

Wayne Summers offered a motion thanking Bob Cook for hosting, which was unanimously approved.

Bob Cook adjourned the meeting.

Appendix I

**RECOMMENDATION
FROM THE**

UNIVERSITY SYSTEM OF GEORGIA ACADEMIC COMMITTEE

COMMITTEE ON: COMPUTING DISCIPLINES

CHAIRPERSON: ROBERT P. COOK

DATE: FEBRUARY 10, 2006

RECOMMENDATION

Area F – Information Systems

Accounting	3-6 hours
Intro to IT/CS	1-3 hours
Programming	6-8 hours
Math	1-3 hours

18 hours

Learning Outcomes

Programming Learning Outcomes

1. Accurately use primitive data types and arithmetic expressions in programs.
2. Apply basic programming structures in program solutions, including logical expressions, selection, repetition.
3. Define and use classes in program solutions.
4. Solve programming problems which include array handling, searching, and sorting.
5. Develop correct, efficient, and documented code.
6. Compile and run programs on multi-platforms
7. Demonstrate more advanced skills in programming, including the ability to handle multi-dimensional arrays.
8. Design and use classes, including inherited classes.
9. Demonstrate file handling and exception coding in a program.
10. Recognize the difference between iterative and recursive methods and use them correctly in a program

11. Demonstrate the ability to use and implement dynamic data structures

Accounting

1. Demonstrate ability to create and use a balance sheet
2. Demonstrate understanding of basic accounting principles
3. Use accounting tools to analyze company finances

Mathematics

1. Develop problem solutions using appropriate mathematical concepts

Area F – Software Engineering

Programming 6-8 hours

Mathematics

Discrete, stat, calc, finite 4-7 hours

Program Specific electives 3-8 hours

Selected from CS, SE, Math, IT

18 hours

Learning Outcomes

Programming Learning Outcomes

12. Accurately use primitive data types and arithmetic expressions in programs.
13. Apply basic programming structures in program solutions, including logical expressions, selection, repetition.
14. Define and use classes in program solutions.
15. Solve programming problems which include array handling, searching, and sorting.
16. Develop correct, efficient, and documented code.
17. Compile and run programs on multi-platforms
18. Demonstrate more advanced skills in programming, including the ability to handle multi-dimensional arrays.
19. Design and use classes, including inherited classes.
20. Demonstrate file handling and exception coding in a program.
21. Recognize the difference between iterative and recursive methods and use them correctly in a program
22. Demonstrate the ability to use and implement dynamic data structures

Mathematics Learning Outcomes

1. develop and formulate problem solutions using appropriate mathematical concepts

Appendix II

Resolution (Not passed by the AACCD at this time)

University system research and state universities should offer master's or doctorate lecture courses designed for faculty in advanced and emerging topics in computing sciences. The lecture series can prepare instructors of interested institutions to offer new courses in such topics. Fiber optic media can be utilized to deliver the lecture series to remote colleges. Instructor participants in these series should receive graduate credit hours.