

Undergraduate Curriculum Forum

AGENDA

Adanti Student Center, Room 301A
Thursday, December 1, 2011

- I. Call to order
- II. Announcements
- III. Approval of UCF minutes of November 10, 2011
- IV. Standing Committee Reports
 - a. NPIC – New Programs and Innovations Committee
 - b. NMC – Notifications Management Committee
 - c. WACC – Writing Across the Curriculum Committee
 - d. PRAC – Program Review and Assessment Committee
 - e. UWIC – University Wide Impact Committee
 - f. LEPC – Liberal Education Committee
- V. Old Business
 - a. Approval of the PRAC by-laws
 - b. Steering Committee motion on electives
Motion: Because programs that require external certification go well beyond the required 120 credits to graduate, the Steering Committee moves that the electives requirement for BS degrees of 12 electives credits be waived for the teacher certification programs and the Nursing program.
 - c. Approval of the WACC by-laws
- VI. New Business
- VII. Adjournment

Undergraduate Curriculum Forum MINUTES

Adanti Student Center, Room 301A

Thursday, November 10, 2011

Present: M. Hartog, K. McGill, S. Grace, G. Kowalczyk, R. Zipoli, D. Weiss, D. Taylor, L. Lancor, S. Grubacic, J. Thorson, L. Bower, M. McClain, J. Fullmer, J. Cooper, M. Fede, T. Radice, C. Simoneau, J. Zonderman, J. Hong, W. O'Brien, M. Davidson, P. Sessler-Branden, M. Vancour, S. Bernard, M. Enjalran, P. Kahlbaugh, D. Smith, G. Adams, E. Keenan, E. Larkin, C. O'Sullivan, M. Shea, P. Beals, S. Clerc, N. Moniello, A. Todaro, J. Mills, K. Lacey

Absent: B. Phelan, M. Generali, E. West, J. Liu, R. Bassett, R. Kustin, J. Irving, K. Gatzke, J. O'hara, J. Tait, J. Terpstra, S. Michalek, T. Lin, J. Mielczarski, S. Graves, M. Rothbard, S. Keller

- I. The meeting was called to order at 9:43 a.m.
 - Quorum (50% + 1) was reached at 9:51 a.m.
- II. Announcements
 - a. Marty Hartog: (1) If you haven't attended one of the Presidential interview forums yet, you should try to participate today and tomorrow and participate in the Zoomerang and AAUP surveys regarding the candidates. (2) Please fill out the technology survey expected to be sent out Mon., Nov. 28th to determine current uses and perceived needs.
 - b. Cindy Simoneau: reminded members to attend the remaining UCF and standing committee meetings this semester.
- III. Approval of UCF minutes of October 27, 2011
 - a. Minutes of October 27th approved unanimously with edits to attendance.
- IV. Standing Committee Reports
 - a. NPIC
 - i. Discussion of 11/3 meeting
 1. Special Topics Courses:
 - 1) ECO 398 Law and Economics
 - 2) PSC 398 Alexander Hamilton
 2. Emerging/transitioning role of minor programs (departmental and interdisciplinary)
 - ii. Minutes of 11/3 accepted
 - b. NMC
 - i. Discussion of 11/3 meeting
 1. **Motion** to approve the following new and revised courses:
 - New Course Proposals
 - 1) SPA 459 Latin American Theater and Performance
 - 2) WMS 150 Women, Community, Technology
 - 3) CHE 435 Inorganic Chemistry I
 - 4) CHE 436 Inorganic Chemistry Lab
 - Revised Course Proposals
 - 5) CHE 120 General Chemistry I
 - 6) CHE 121 General Chemistry II

- 7) CHE 125 The Principles and Applications of General, Organic, and Biochemistry
 - 8) REC 391 Interventions and Facilitation Techniques in Therapeutic Recreation
 - 9) REC 431 Current Practices in Therapeutic Recreation
 - Revised Program Proposals
 - 1. BA/BS Chemistry; Concentration: All
 - 2. **Motion** approved unanimously
 - ii. Minutes of 11/3 received
- c. WACC
 - i. Did not meet 11/3
- d. PRAC
 - i. Discussion of 11/3 meeting
 - 1. Reviewed self-study report from Department of Information & Library Science.
 - ii. Minutes of 11/3 received
- e. UWIC
 - i. Discussion of 11/3 meeting
 - 1. **Motion** to approve the following courses:
 - 1) MKT 425 Marketing Research (T3)
 - 2. **Motion** approved unanimously
 - 3. Conversation on Tier 3 capstone courses – Tier 3 can be “for majors only,” but the credits only count once.
 - 4. Conversation on all Tier courses and whether the credits similarly count only for LEP. Members seem unfamiliar with the idea that major courses revised for LEP become LEP, leave the major and corresponding count of major credits and require program revisions.
 - ii. Minutes of 11/3 received
- f. LEPC
 - i. Discussion of 10/26 and 11/2 meetings
 - 1. Affinity groups are being formed according to the guidelines from the LEP document.
 - 2. Failing INQ or CT Courses and moving on to Tier 2: concern as to whether or not there would be adequate sections for courses needing to repeat Tier 1 courses. It was determined that there would be adequate sections offered in the spring. A small number of students may only have 12 required Tier 1 courses, but may be allowed to take another course or advised to stay with 12 credits to strengthen their GPA and academic record.
 - 3. **Motion** to approve an additional year extending students the opportunity to take one Tier 2 course during their first semester, approved with one abstention.
 - 4. **Motion** to approve the checklist form as a model for Tier 2 proposals, approved unanimously.
 - 5. **Motion** to approve UCF request that proposers carefully consider the necessity of requiring a non-LEP prerequisite for Tier 2 courses, approved unanimously.
 - 6. Conversation on LEP Exemptions Policy for majors.
 - ii. Minutes of 10/26 and 11/2 received

V. Old Business

- a. PRAC by-laws approval. **Motion** to approve PRAC by-laws. ***TABLED***

VI. New Business

Meeting adjourned at 10:50 a.m. These minutes are respectfully submitted by Michele Vancour.

	LEP	CORE	CONC	COGNATE	OTHER	ELECTIVES	
BA-ANT	48	36				28	112
BS-ANT (all conc)	48	36				12	96
BA-ARTH	48	33		15		28	124
BA-STAR	48	24	15			28	115
BS-STAR (all conc except graphic)	48	39	19			12	118
BS-STAR (graphic)	48	39	24			12	123
BS-ART (K-12)	48	36	42			12	138
BS-ATH	48	62		6		12	128
BA-BIO	48	37		4		28	117
BS-BIO	48	37		8		12	105
BS-BIO (7-12)	48	37	36	8		12	141
BS-BUS (Accounting)	48	37	23	6	3	13	130
BS-BUS (all except Accounting)	48	40	18	3	3	13	125
BA-CHE	48	38		15		28	129
BS-CHE	48	42		15		12	117
BS-CHE (7-12)	48	38	36	15		12	149
BS-CHE Biochem	48	38				12	98
BS-COM (all conc except video)	48	12	33			12	105
BS-COM (video)	48	12	30			12	102
BS-CMD	48	35				12	95
BS-CSC (General)	48	48		20		12	128
BS-CSC (Info Syst)	48	46		20		12	126
BS-Elementary	48	41.5		15		12	116.5
BS-Early Childhood	48	44.5		18		12	122.5
BA-ESC	48	31		15		28	122
BS-ESC (Environmental)	48	38		24		12	122
BS-ESC (Geology)	48	46		15		12	121
BS-ESC (7-12)	48	37	36	15		12	148
BA-ECO	48	33				28	109
BA-ENG	48	39				28	115
BS-ENG (7-12)	48	39	47.5			12	146.5

BS-EXS Human Performance	48	57				12	117
BS-EXS (K-12)	48	86.5				12	146.5
BA-GEO	48	30				28	106
BS-GEO (cognate is minimum #)	48	32		13		12	105
BS-GEO (7-12)	48	49	36			12	145
BA-HIS	48	33				28	109
BS-HIS (7-12)	48	36	33	9		12	138
BA-JRN	48	34				28	110
BS-JRN	48	40		12		12	112
BA-LBS	48		36			28	112
BS-LBS	48		54			12	114
BS-ILS (Libr Info Serv)	48	30				12	90
BS-MAT (Applied)	48	40		9		12	109
BS-MAT (7-12)	48	33			36	12	129
BA-MDS	48	42				28	118
BA-MUS	48	39	9			28	124
BS-NUR (4 year)	48	53		23		12	136
BA-PHI	48	33				28	109
BA-PHY	48	30		15		28	121
BS-PHY- General	48	39		18		12	117
BS-PHY Engineering	48	37		21	18	12	136
BS-PHY (7-12)	48	30	36	15		12	141
BA-PSC	48	30				28	106
BS-PSC	48	36				12	96
BS-PSC (7-12)	48	30	36	18		12	144
BA-PSY Mental Health	48	40				28	116
BA-PSY General	48	37				28	113
BS-PSY Research	48	51				12	111
BS-PCH	48	48				12	108

BS-REC (all conc except comm)	48	30	12	15	9	12	126
BS-REC (comm) (6 cr hidden)	48	27	15	15	9	12	126
BA-SOC	48	39				28	115
BS-SOC	48	39	15			12	114
BS-SOC (7-12)	48	24	36	15	9	12	144
BS-SED	48	72.5				12	132.5
BS-SED Collab	48	71.5				12	131.5
BA-SOC	48	39				28	115
BS-SOC	48	54				12	114
BS-SOC (7-12)	48	33	33	15		12	141
BS-SWK	48	42		18		12	120
BA-THR	48	40				28	116
BA-FRE	48	30		3		28	109
BS-FRE (7-12)	48	30	50	3		12	143
BA-GER	48	30		3		28	109
BS-GER (7-12)	48	30	50	3		12	143
BA-ITA	48	30		3		28	109
BS-ITA (7-12)	48	30	50	3		12	143
BA-SPA	48	30		3		28	109
BS-SPA (7-12)	48	30	50	3		12	143

UCF and Standing Committee Meeting Schedules
Spring 2012

UCF Meetings:

- 1/26
- 2/9
- 2/23
- 3/8
- 3/29
- 4/12
- 4/26
- 5/10

Standing Committee Meetings:

- 1/19
- 2/2
- 2/16
- 3/1
- 3/15
- 4/5
- 4/19
- 5/3

New Programs and Innovations Committee Minutes November 17, 2011

Called to order at 9:35 a.m.

Present: G. Adams (Chair), M. Bay, S. Bernard, J. Hong, G. Kowalczyk, P. Sessler-Branden, D. Smith, J. Thorson

I. New Business

A. Notification of 2 special topic sections were presented and logged.

<u>Course #</u>	<u>Transcript Title</u>	<u>Semester</u>	<u>Times taught</u>
PHI 298	Intro to Cognitive Science	Spring 2012	0
EDU 298	Classroom Management	Spring 2012	0

Description of logged courses with full titles

PHI 298 – Introduction to Cognitive Science

This course will explore the philosophical, historical, and conceptual foundations of the science of consciousness. In the process, we will explore certain cognitive and visual deficits, disorders and dissociations, the philosophical and empirical theories of consciousness, and possibly aspects of sleep, dreaming, and altered states of consciousness

EDU 298 – Best Practices in Classroom Management

The proactive and reactive components of effective classroom management; emphasis is on the link between normative student development, academic performance, and behavior. Topics will include environmental design, organizational design, establishment of rules and procedures, management styles.

B. NPIC discussed the tracking of minors to support the interests of students pursuing minors and strengthen the minor programs.

NPIC Motion: Minor Declaration Resolution

Be it hereby resolved that:

- Southern Connecticut State University establish an “Intention to Pursue a Minor” form which students can use to declare a departmental or interdepartmental minor,
- this form be available to students from faculty members responsible for the supervision of the minor in question (e.g., an interdepartmental minor coordinators, a department chair or a department chair’s designee),
- this form be forwarded to the Registrar’s Office upon signature by the student declaring the minor in question and the faculty member responsible for supervision of the minor in question, and
- the Registrar tracks the names of students who have declared their intent to pursue a minor and periodically forward the list of those students to faculty members responsible for supervision of minors across the university.

Rationale: This motion comes as a response to concerns regarding the tracking of students who have declared interest in a minor, and is seen by NPIC as a necessary initial step in any attempt to track minors and potential minors in a more comprehensive way. In this sense, the

basic intent of this motion is to centralize and store lists of students who have declared their intent to pursue a particular minor.

Notes:

- It should be noted that NPIC continues to consider the possibilities for alerting students and faculty members responsible for the supervision of minors once those students have assembled significant credits that might be used for the completion of a minor.
- It should also be noted that the above resolution assumes that interdepartmental minor coordinators, and others responsible for supervising minors, will be responsible for countersigning the "Intention to Pursue a Minor" form and forwarding it to the Registrar's Office.

Submitted by committee: November 17, 2011

Meeting adjourned at 10:50 a.m.

Respectfully submitted by: Gregory Adams

**Undergraduate Curriculum Forum
Notifications Management Committee Minutes
November 17, 2011**

Present: Cindy Simoneau (Chair), Laura Bower, Jen Cooper, Margaret Das, Corey Hannah, Erin Larkin (Alt), Nuncia Moniello, Derek Taylor, Sophia Myers (UCF Secretary)

Absent: Sean Grace (Alt), Sobeira Latorre, Jingjing Liu, Elizabeth Rodriguez-Reyes

Meeting called to order at 9:35am

Committee started discussion on NMC By-Laws

New Course Proposals

REC 441 – Design and Administration of Therapeutic Recreation Services

Motion to approve:

Motion: L. Bower; C. Hannah

Motion passed: 7-0-0

Revised Course Proposals

EXS 185 – Concepts and Practices of Athletic Training

EXS 202 – Athletic Training Clinical Practice I: Prevention

EXS 203 – Athletic Training Clinical Practice II: Immediate Care

EXS 283 – Clinical Anatomy and Kinesiology

EXS 286 – Physical Agents for Musculoskeletal Injuries

EXS 288 – Orthopedic Assessment of the Lumbar Spine and Lower Extremities

EXS 289 – Orthopedic Assessment of the Cervical Spine and Upper Extremities

EXS 302 – Athletic Training Clinical Practice III: Orthopedic Evaluation

EXS 303 – Athletic Training Clinical Practice IV: General Medicine

EXS 328 – Orthopedic Appliances and Advanced Taping Techniques

EXS 388 – Therapeutic Exercise for Musculoskeletal Injuries

EXS 402 – Athletic Training Clinical Practice V: Treatment and Rehabilitation

EXS 403 – Athletic Training Clinical Practice VI: Capstone in Athletic Training

Motion to approve:

Motion: M. Das; D. Taylor

Motion passed: 7-0-1

PCH 370 – Emergency Medical Technician (EMT)

Motion to approve:

Motion: C. Hannah; L. Bower

Motion passed: 8-0-0

SOC 235 – Environmental Sociology **

Motion to approve:

Motion: M. Das; L. Bower

Motion passed: 7-0-0

Revised Program Proposals

BS Recreation and Leisure Studies; Concentration: Therapeutic Recreation

Motion to approve:

Motion: D. Taylor; C. Hannah

Motion passed: 7-0-0

****Tier 2 proposal**

Meeting Adjourned 10:50

Undergraduate Curriculum Forum
Program Review & Assessment Committee
Minutes of the 11/17/2011 meeting

Present: S. Clerc, M. Davidson, C. Dellinger-Pate, M. Enjalran, P. Kahlbaugh, C. O'Sullivan, T. Radice, R. Zipoli
Absent: T. Lin

Meeting came to order at 9:45 a.m.

The Committee reviewed the revised report from Information & Library Science. Finding that standards 1-17 have all been met, the Committee voted unanimously to recommend that UCF grant continuing approval to the department.

The self-study is candid and thoughtful and shows a clear awareness of the where the department stands now. It should serve as a useful snapshot of the situation for comparison in the future. We hope the assessment process helped the department articulate their situation. Recommendations in the report are meant as suggestions for the department to consider as they enter the next assessment cycle.

Standard 1: Met.

The Committee suggests that the department begin by identifying the parts of the university mission they're most closely aligned with and then explaining how the department's mission fulfills them.

Standard 2: Met.

The department did a nice job connecting standards 2 and 3 and making the connections clear to readers unfamiliar with the discipline.

Standard 3: Met.

The plan looks practical.

Standard 4: Met.

Standard 5: Met.

The link provided to the ILS 421 syllabus was very helpful and clarified the narrative. The initiative to link learner outcomes to professional competencies and assignments would've been good material to add to standards 16 and 17. The initiative implies that a problem has been identified (standard 16) and a plan implemented to fix it (standard 17).

Standard 6: Met.

They really improved this section, making the connection of courses to the curriculum map much clearer. The discussion of the relationships among courses was particularly helpful. Excellent job of showing how learning outcomes align with ALA competencies and which courses cover them.

Standard 7: Met.

Standard 8: Met.

Identified an issue and presented the plan to address it. Again, both should also go into standards 16 & 17.

Standard 9: Met.

The plan to involve more undergraduates in research looks good. The presence of a plan implies that the Department identified a weakness and moved to address it. Again, these should be included in standard 16 and 17, respectively.

Standard 10: Met.

Adding the synopsis of faculty activities was helpful. The question of undergraduate inclusion in research could also be added to standards 16 and 17.

Standard 11: Met.

Standard 12: Met.

The information was updated and corrected as requested.

Standard 13: Met.

The physical space occupied by the department on the 4th floor of Buley is a problem. More specific assessment, like a survey of students and how the space affects the Department on a programming level, would highlight the issue.

Standard 14: Met.

TK 20 shows promise as a method of monitoring student progress and gathering data for assessment. Members of the Committee were impressed by the Department 's understanding of their students' employability and the job market they're entering.

Standard 15: Met.

Standard 16: Met.

Standard 16 should be a summary of all of the aspects of the program identified in standards 1-15 as needing change. As mentioned above in standards 5, 9 and 10, when an issue is identified and a solution proposed, they should go into 16 and 17. The Department did this with the challenge of a two-faculty system. The significant matter of the curriculum, raised in the document's introduction and by the external reviewer, could have been included in standard 16 before the plan to address it was raised in standard 17. In general, more emphasis on the impact of various factors (e.g. two faculty system) on the program level would have been welcomed.

Standard 17: Met.

Meeting adjourned at 10:40 a.m.

Respectfully submitted,

Susan Clerc, Chair

By-Laws
Program Review and Assessment Committee (PRAC)
Southern Connecticut State University

Program Review and Assessment Committee (PRAC) is a sub-committee of the Undergraduate Curriculum Forum (UCF) with the following responsibilities:

- A. Define and apply UCF assessment standards and procedures in support of departments undergoing academic program assessment.
- B. Evaluate program review reports prepared by departments, meet with department representative(s) and present findings in reports to UCF.
- C. Report to the UCF membership on the progress of the assessment process.
- D. Periodically review and revise as needed, the standards for department program review.
- E. Provide assistance to departments and individuals in conducting program reviews.

I. PRAC Membership and Terms of Appointments

- A. PRAC membership shall be determined during the first UCF meeting of the academic year according to the UCF constitution guidelines.
- B. The PRAC standing committee shall elect the chair of the committee at the last meeting of the academic year for the upcoming academic year. In the event that no consensus for chair is reached at that time or that the elected chair is no longer eligible or able to serve, a new chair shall be elected at the first UCF meeting of the new academic year.
- C. The Chair of PRAC shall receive 3 credits of reassigned time per semester.

II. Meeting Schedule

- A. PRAC shall meet at least monthly during the academic year.

III. Quorum

- A. More than fifty percent of all PRAC members constitutes a quorum.
- B. The Chair of the PRAC shall determine whether a quorum is present before voting takes place.

IV. Rules of Order

- A. Proceeding of PRAC shall be governed by the PRAC By-laws.
- B. In the case of conflict, the Chair will determine the resolution procedure.

V. Voting

- A. Upon the request of any member, voting on any substantive motion shall be by secret ballot. The Chair shall appoint tellers to conduct the ballots.
- B. If the quorum is met, no absentee ballots or proxies shall be permitted for PRAC business.
- C. If the quorum is not met; absent PRAC members will be given a timely opportunity to cast their votes electronically.
- D. If the quorum is met, a simple majority carries the vote.

VI. Order of Business

- A. The order of business at regular PRAC meetings shall be:
 - 1. Meeting called to order
 - 2. Announcements
 - 3. Old Business
 - 4. New Business
 - 5. Adjournment
- B. Any member of the committee shall have the right to request consideration of additional items for the agenda by submitting the request in writing to the Chair.

VII. Rules of Procedure

The following rules shall govern the normal business of PRAC.

- A. The agenda, insofar as possible, shall be delivered electronically to PRAC members at least two days prior to the meeting at which it is to be presented.
- B. Any major policy statement or document developed by PRAC and approved by the UCF shall be reproduced in its final form and archived on the UCF web site.
- C. Approved minutes will be made available to the entire university through the UCF web site.
- D. The latest version of the By-Laws shall be published in their entirety on the UCF web site.
- E. Following PRAC's review of the program's self-study report, there shall be a final summative vote of either continuing approval or conditional approval per the "Academic Program Review" document.
- F. In the case where conditional approval has been given and 11-months have elapsed for the program revision process to ensue, following PRAC's review of the program's self-study report, there shall be a final summative vote of continuing approval or cannot recommend.

VIII. Amending By-Laws

- A. When considering a By-Laws change or amendment, PRAC members must be notified in writing at least one week in advance of the meeting. A two-thirds majority vote in favor of the proposed change will be sufficient to recommend a change or amendment to the By-Laws, as

long as a quorum is present.

B. The following documents will guide PRAC members in their deliberations:

1. Guiding Principles of the UCF
2. Flow of Proposals
3. "Academic Program Review" document

University-Wide Impact Committee
Minutes 11/17/11

Present

JWA. Fullmer, E. Keenan, L. Lancor, H. Lockwood, K. Laing, J. Mielczarski, B. Nakamura, A. Reynaga, M. Shea.

Absent

P. Beals, K. Gatzke, A. Marsoobian, M. McClain, J. Mills, W. O'Brien, J. O'Hara, T. Regan, W. Yu, D. Weiss.

Special Guest: Marty Hartog, Chair of UCF

I. Call to Order

The meeting was called to order at 9:40 am.

II. Old Business

Discussion of UWIC by-laws (tabled)

III. New Business

- **LEP Courses Proposals**

MKT 350 Product and Market Planning (T2 CD)
Motion to approve by L. Lancor, seconded M. Shea
Motion passed 7-0-0

GEO 105 Critical Thinking: Food Systems –A Geography (T1 CT)
Motion to approve by M. Shea, seconded L. Lancor
Motion passed 7-0-0

WMS 150 Women, Community, Technology (T1 TF)
Motion to approve with minor revisions by M. Shea, seconded B. Nakamura
Motion passed 5-2-1

The standing committee then discussed the viability of having Tier 1 coordinators sign off on future course proposals as an indication that the course proposers have met with them. Also the standing committee discussed the feasibility of having all critical thinking courses the same course prefix.

IV. Adjournment

The meeting adjourned at 10:50 am.

Minutes prepared by Byron Nakamura

Southern Connecticut State University
Writing Across the Curriculum Committee
Meeting Minutes
November 17, 2011

1. In attendance: Kim Lacey (chair of WACC and interim director of WAC Program), Elena Schmidt, Patrick McBrine, Marie B. McDaniel, Sanja Grubacic, Maria Diamantis, Thomas Ferruccio (ex-officio), Steven J. Corbett (ex-officio)
 - a. Karen Burke submitted evaluations and votes electronically
2. Update from Chair – Kim Lacey
 - a. Director Position
 - i. Kim Lacey will be the interim director of the WACC program during the spring
 - ii. Marianne Kennedy as interim provost will put out a call for the position of WAC director
 - b. Status of W-Proposals
 - i. Kim announced on the UCF forum that faculty should be encouraged submitting W-Course proposals, the submissions are down probably due to faculty working on LEP proposals
3. Update from Writing Center – Thom Ferrucci
 - a. No news
4. Workshop Update – Kim Lacey/Steven Corbett
 - a. Workshop days were changed and attracted mostly faculty from the English department
 - b. Steven wants to held the last workshop December 7
 - c. Elena announced that a guest speaker is coming that date to the World Languages department to give a workshop about “Reading”
 - d. Elena and Steven will try to combine both workshops
5. Writing Contest
 - a. Compiling ideas
 - b. Student government has agreed to support the contest again. Kim will submit formal paperwork.
6. Proposal Review

Course: MAT 488 Seminar in Mathematical Modeling
Faculty: John Scheuermann
Decision: Approved w/submitting final syllabus (6-1-0)

Course: GEO 208 Political Geography
Faculty: Gerda Ross-Reynolds
Decision: Approved 7-0-0

Course: EDU 414 Applications of Child Development

Faculty: Greg McVerry

Decision: Approved with clarification (6-0-1)

Course: EDU 308 Children's Literature and Literature: Early Childhood

Faculty: Greg McVerry

Decision: Approved with clarification (6-0-1)

Course: EDU 307 Children's Literature and Literacy

Faculty: McVerry

Decision: Approved with clarification feedback (6-0-1)

Course: ART 309 Arts of Africa

Faculty: Noelle King

Decision: Approved with clarification (8-0-0)

7. Kim made us ware that we need to think about a new committee chair for next fall, she will rotate off the chair position and the WAC committee. The committee extended a big Thank you to Kim for all her hard work
8. Discussions of the revised Bylaws and appropriate changes made. Kim will submit for UCF approval next week.
9. Adjournment at 10:40 AM

Respectfully submitted by Astrid Eich-Krohms, Secretary WACC

By-Laws
Writing Across the Curriculum Committee (WACC)
Southern Connecticut State University

Writing Across the Curriculum Committee (WACC) as a sub-committee of the Undergraduate Curriculum Forum (UCF) has the following responsibilities:

- A. Review of submitted W-Course proposals with approval of those meeting the W-Course criteria
- B. Facilitate the development of proposals by faculty members
- C. Provide resources for individuals interested in developing proposals (tutorials, workshops, electronic resources)
- D. Develop and facilitate of the annual student Writing Contest
- E. Develop and participate in program assessment projects
- F. Review proposal guidelines and policies to reflect changes in the University curricular structure

I. Membership in Voting Units and Terms of Appointments

- A. The WACC shall consist of one voting member from each of the four schools and five at-large members, plus the Director of the University Writing Program, Coordinator of the Writing Center, and one composition faculty member who each serve as ex-officio non-voting members.
- B. Members shall be elected as part of the University-Wide elections as coordinated by the Faculty Senate Elections Committee and serve for a three year term.
- C. In order to preserve institutional memory, voting member terms shall be staggered so that only one-third of the members' terms end each year.
- D. The Chair of WACC shall be elected by the committee members and will serve a two year term.

II. Meeting Schedule

- A. WACC shall meet at least monthly during the academic year.
- B. At the discretion of the Chair, a meeting may be conducted via electronic correspondence when a face-to-face meeting is not necessary and when it is expedient to do so.
- C. At the discretion of the Chair and agreement of all committee members, a faculty

member who is unable to attend meetings due to his or her teaching schedule on a regular basis due to their teaching schedule may participate electronically.

III. Quorum

- A. Fifty percent, plus one, of all voting WACC representatives shall constitute a quorum.
- B. The Chair of the WACC shall determine whether a quorum is present before voting takes place.

IV. Rules of Order

- A. Robert's Rules of Order, latest edition, shall govern proceedings of WACC.
- B. When the By-Laws deviate from Robert's rules, the By-Laws shall prevail.

V. Voting

- A. Committee members must recuse themselves from proposal review and abstain from voting when a proposal from their department is under review.
- B. When a meeting is conducted via electronic correspondence, the Chair will set a deadline for receiving votes on motions put forth and he or she will verify that the quorum is met electronically.

VI. Order of Business

- A. The order of business at regular meetings of WACC shall be:
 - 6. Meeting called to order
 - 7. Approval of preceding minutes (if not completed electronically)
 - 8. Announcements
 - 9. Old Business
 - 10. New Business
 - 11. Adjournment
- B. Any member of the committee shall have the right to request consideration of additional items for the agenda by submitting the request in writing to the Chair 24 hours prior to the scheduled meeting.

VII. Rules of Procedure

The following rules shall govern the normal business of WACC

- E. The agenda, insofar as possible, shall be delivered electronically to WACC members at least three days prior to the meeting at which it is to be presented.
- F. Any major policy statement or document developed by WACC and approved by the UCF shall be reproduced in its final form and archived on the UCF web site.

G. Approved minutes will be made available to the entire university through the UCF web site.

H. The latest version of the By-Laws shall be published in their entirety on the UCF web site.

VIII. Amending By-Laws

A. When considering a By-Laws change or amendment, WACC members must be notified in writing at least one week in advance of the meeting. A two-thirds majority vote in favor of the proposed change will be sufficient to recommend a change or amendment to the By-Laws, as long as a quorum is present.

B. The following documents are considered parts of the By-Laws and are subject to the rules for amendment set forth above:

1. Flow of Proposals
2. Criteria for evaluating proposals
3. Guiding Principles of the WACC
4. Structure of the Writing Across the Curriculum Program, May 2002

Liberal Education Program Committee Meeting
Wednesday, November 9, 2011
2:15- 3:15pm, Math Conference Room - EN D122
Meeting Minutes

Present: Polly Beals, John DaPonte, Wendy Hardenberg, Elliott Horch, Rich Kustin, Kim Laing, Wes O'Brien (recording), Jim Tait, Deb Weiss (chairperson)

Minutes of 11/2/2011 approved.

Concern raised in UWIC regarding non-LEP prerequisites for T2 courses

Deb began meeting with request to move to discussion of whether or not it is appropriate to have T2 courses with pre-requisites that are not part of the LEP. UWIC has asked LEP to consider the question because there is a course currently before them containing such a prerequisite.

A number of members were ambivalent.

The primary concern was that the practice could result in too many departments proposing such courses, thereby either reducing student options, violating the "spirit" of the LEP and/or prolonging the time it would take to complete a degree.

On the other hand, many felt such courses would not present a problem if there are a sufficient number of T2 courses available without a non-LEP prerequisite

Kim raised a concern regarding "messy" advising and the creation of a more crucial need for students to plan ahead so they do not end up having to take a course that they are either not interested in or that has an unwanted prerequisite.

Deb expressed concern that placing a prohibition on T2 courses with non-LEP prerequisites would keep departments from proposing T2 courses.

It was noted that there is precedent for allowing courses with non-LEP prerequisites – at least one has already been passed by UWIC.

The question arose as to whether a tier 2 course may count as either a course in the major *or* a course in the LEP (but not both at the same time). The answer is yes.

Why, if students have the necessary T1 course, is there a problem with them taking a course with a prerequisite?

Wes and Rich felt that departments ought to have the right to set whatever prerequisites that they want to set, and that if a course is appropriate as a T2 course, it should be approved as such regardless of its prerequisites. It may be a concern, but it should not be a hard and fast rule.

Jim suggested a motion asking that the LEP "suggest" or "request" that departments not include non-LEP courses as prerequisites for their T2 proposals.

Wes suggested that such language could influence UWIC's decision as to whether to pass or not pass a course. He suggested the alternative: "request that departments carefully consider."

The following motion was made:

The LEPC moves that UCF request that proposers carefully consider the necessity of requiring a non-LEP prerequisite for T2 courses.

The motion passed unanimously.

Meeting adjourned at 3:17pm

Liberal Education Program Committee Meeting
Wednesday, November 16, 2011
3:25– 4:45pm, Math Conference Room - EN D122
Meeting Minutes

Present: Polly Beals (chairing in place of Deb Weiss), John DaPonte, Joe Fields, Elliott Horch, Kim Laing, Armen Marsoobian, Wes O'Brien (recording), Elsie Okobi, Jim Tait

Meeting was called to order at *exactly* 3:25pm
Minutes 11/9/11 approved with minor changes.

Polly asked if members were available for a meeting on Tuesday 11/22 and inquired after general availability for a long meeting to take place on a Friday (date to be determined). Meetings TBA.

LEP Exemptions Policy

John would like to establish criteria for evaluating exemptions based on credit requirements out of concern for departments whose students cannot graduate in 4 years.

Wes recalled Jim's suggestion from an earlier meeting that credit-heavy departments might meet to discuss a consistent exemption proposal.

Polly commented that one criteria/justification for exemption would be to consider how credits affect the graduation rate.

Armen noted that some programs (e.g., Elementary Education) have examined program requirements and subsequently dropped courses.

Wes recalled that Nicole had indicated at a previous meeting that credit issues are not always a result of the LEP program. This raises the question as to whether exceptions are appropriate for programs with credit-heavy issues that pre-date LEP.

John said that the Steering Committee was investigating the possibility of relieving some of the credit strain by examining the 12-credit free elective requirement.

Joe wondered if some of the difficulty could lie with the construction of programs rather than with the implementation of the LEP.

Kim pointed out that as a result of LEP, the BS in EXS, for example, increased from 42 to 48 credits and that an additional 6 credits had to be moved from the old AUR to the major.

Polly observed that in the past INQ was not included in the AUR and that it was included as part of AUR to avoid the appearance of a hidden requirement.

Regarding Nursing's request for an exemption from T2 Mind and Body based upon the number of health-related science courses already required, Jim expressed concern that if different programs were granted different exemptions the result could be an unequal and cumbersome patchwork of requirements.

Armen said that PHI is in direct talks with nursing program with the objective of developing a Mind and Body course to cross-list with PHI.

Elliott pointed out that there is some precedent for exemptions with regard to the AUR and suggested that EXS and NUR might visit LEP for discussion.

Polly would like to request that departments work to suggest their own ideas for creative solutions. She suggested that she and Jim initiate the discussion with an email in lieu of the LEPC imposing a policy without consultation or discussion.

John would like to have some clear criteria in place to guide such a discussion.

Liz would like the committee to keep in mind that exemptions may be only one of a number of possible solutions—that there may be other options to consider.

Polly suggested that this must remain ongoing discussion for now, and that we must move on to other concerns. So we did.

Issues related to registration:

Kim pointed out that T2 courses are not programmed into Banner to require prerequisites in CT and INQ because that would keep AUR students from taking those courses. She is particularly concerned that she does not know what to do with students who fail CT and/or INQ and needs direction. Should students who register for T2 courses but have not successfully passed INQ, CT or ENG requirements have the T2 courses dropped from their schedule, and if so, she wonders how/who will notify them and how can they be prevented from re-registering.

Nicole has volunteered that the INQ office could assume the task of notification as long as there are a manageable number of students.

Bruce Kalk has expressed concern regarding the numbers (approximately 89 at risk), having run an assessment to determine how many CT and INQ courses will be needed in the Spring.

Polly returned to the question of whether or not the students should be dropped.

Liz suggested that INQ teachers could provide a mechanism to communicate with students regarding what to do before they leave the course.

Polly suggested that she email the INQ teachers to request that students who may fail follow up with their advisors; John indicated that Nicole had already requested that INQ instructors appraise her of students who are at risk.

Polly asked again if Kim should drop students. She stressed the need for a plan, even an imperfect one.

Kim remains concerned that there is no stop in Banner to keep students from re-registering.

Liz suggested the possibility of a planned advisement meeting for affected students.

Joe wondered if it would be less difficult to set the prerequisite so students who failed INQ, CT or ENG requirements would be blocked/dropped from T2 courses and then provide overrides for upper-level students without the prerequisite requirements.

Kim recommended dropping students who do not meet the prerequisites from T2 and putting a hold on their schedule to prevent them from re-registering, but Jim said this would impact financial aid and housing. He said that a partial solution might be to ask instructors to grade the students they expect will fail first.

Kim noted that she cannot “roll” a partial roster.

John is not convinced that the problem is as big as we might think, because many will only be registering for one T2 course.

Joe’s suggestion that students might simply be re-registered for whatever course they fail received an optimistic response.

Other Issues Discussed

Armen recalled a concern expressed by Dean Fredeen in the Chairs/Directors/Dean’s meeting regarding how many credits transfer students had to have to come in under the AUR. A brief discussion followed confirming that students entering with 15 or more transfer credits are advised under the old program.

Polly indicated the need to clarify the status of T3 courses with regard to their status. Can they serve as a major capstone course as well as a T3 course? A brief discussion followed.

It was noted that Elena Schmitt is invited to attend the next LEPC meeting scheduled for November 30 to discuss concerns related to World Language including staffing and the STAMP exam.

Polly noted the need to address LEP course transfer issues and LEP waiver exams (for T1 courses) as well as the LEP bylaws.

Meeting adjourned at exactly 3:45 pm.