

Undergraduate Curriculum Forum

AGENDA

Adanti Student Center, Room 301A

Thursday, October 27, 2011

- I. Call to order
- II. Announcements
- III. Approval of UCF minutes of October 13, 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. NPIC by-laws Approval
 - b. Approval of the of the PRAC by-laws
- VI. New Business
- VII. Adjournment

Undergraduate Curriculum Forum
MINUTES

Adanti Student Center, Room 301A
Thursday, October 13, 2011

Present: M. Hartog, K. McGill, S. Grace, G. Kowalczyk, R. Zipoli, D. Weiss, M. Bay, D. Taylor, L. Lancor, S. Grubacic, L. Bower, M. McClain, J. Fullmer, J. Cooper, C. Hannah, M. Fede, B. Nakamura, T. Radice, C. Simoneau, J. Zonderman, J. Hong, C. Dellinger-Pate, R. Bassett, R. Kustin, M. Davidson, M. Vancour, S. Bernard, M. Enjalran, D. Smith, G. Adams, E. Keenan, S. Latorre, T. Lin, S. Graves, C. O'Sullivan, M. Shea, P. Beals, S. Clerc, S. Clerc, S. Keller, J. Mills, J. Thorson, K. Lacey

Absent: M. Narumanchi, B. Phelan, M. Generali, E. West, J. Liu, J. Irving, K. Gatzke, J. O'Hara, P. Kahlbaugh, J. Tait, J. Terpstra, S. Michalek, J. Mielczarski, B. Glynn, M. Rothbard, K. Laing, D. Bentley-Drobish

- I. The meeting was called to order at 9:39 a.m.
 - Quorum (50% + 1) was reached at 9:40 a.m.

- II. Announcements
 - a. Marty Hartog: Summer schedule changed as a result of the last Senate meeting; the Senate met with President Battle, and he discussed budget cuts due to SCSU's under-enrollment.

- III. Approval of UCF minutes of September 29, 2011
 - a. * Edit Sept. 29th minutes and membership list, removing Barbara Glynn; she is no longer member of UCF.
 - b. Minutes of September 29th (with change noted above) approved unanimously

- IV. Standing Committee Reports
 - a. NPIC
 - i. Discussion of 10/6 meeting
 1. Special Topics Courses:
 - 1) ENG 298 Lyrics as Literature
 - 2) HIS 298 American Revolution
 - 3) HIS 298 Great American Trials of 20th Century
 - 4) HON 298 Mathematics and the Environment
 - 5) IDS 298 Pace Scholar's Seminar
 - 6) JRN 398 Courts and Crime
 - 7) THR 498 The Art of Improvisation
 - 8) THR 298 Beginning Modern Dance
 - 9) WMS 298 Asian American Women
 2. Note the deadline August for spring offering, October for fall offering
 3. **Motion** to accept the new form, *Interdisciplinary Minor Revision Proposal*, approved unanimously
 - ii. Minutes of 10/6 accepted
 - b. NMC
 - i. Discussion of 10/6 meeting
 1. **Motion** to approve the following new and revised courses:
New Course Proposals
 - 1) PSY 300: The Psychology Major: Curriculum and Careers

2) PSY 467: Laboratory Practicum in Psychological Research
Revised Course Proposals

3) PSY 100: Introduction to Psychology

4) PSY 210: Infant and Child Development

5) PSY 215: Adolescent Development

6) PSY 259: Statistics in Psychology

7) PSY 298: Special Topics

8) PSY 303: Perception

9) PSY 311: Learning

10) PSY 313: Cognition

11) PSY 383: Brain and Behavior

12) PSY 318: Emotional and Social Development

13) PSY 321: Abnormal Psychology

14) PSY 361: Industrial and Organizational Psychology

15) PSY 366: Health Psychology

16) PSY 370: Educational Psychology

17) PSY 371: Educational Psychology for Early Childhood
Majors

18) PSY 320: Abnormal Child Psychology

19) PSY 393: Experimental Methods

20) PSY 401: Seminar in History and Systems of Psychology

21) PSY 406: Language

22) PSY 412: Psychology for Women

23) PSY 415: Topics in Child Development

24) PSY 427: Seminar in Close Relationships

25) PSY 494: Seminar in the Human Nervous System and
Behavior

26) PSY 431: Tests and Measurements

27) PSY 461: Data Gathering Techniques: Assessment

28) PSY 462: Data Gathering Techniques: Instrumentation

29) PSY 463: Data Gathering Techniques: Field Practicum in
Psychological Research

30) PSY 471: Seminar in Psychological Services

31) PSY 465: Seminar in Psychological Counseling and
Therapy

32) PSY 474: Seminar in Behavior Theory and Practice

33) PSY 484: Comparative Animal Behavior

34) PSY 487: Psychopharmacology

35) PSY 490: Seminar for Psychology Majors

36) PSY 492: Psychology and Law

2. **Motion** approved unanimously

3. The committee requests that the prerequisites that include a minimum grade should state any prerequisite course without a grade requirement first followed by the course(s) with the grade requirement. For example: PSY 300 and a grade of C or better in PSY 259.

ii. Minutes of 10/6 received

c. WACC

i. Discussion of 10/6 meeting

1. **Motion** to approve the following W-Course Proposals:

1) ART 270 Introduction to Art (E. Udoff)

2) ENG 217 Introduction to Literature (M. Vierra)

2. **Motion** approved unanimously

ii. Minutes of 10/6 received

d. PRAC

i. Discussion of 10/6 meeting

1. Reviewed self-study report from History and waiting on external review.
2. **Motion** to support PRAC's decision that it "does not recommend continuing approval for the Accounting Department."
 - 1) Emmanuel Emenyonu was invited to the UCF meeting and a discussion ensued.
 - 2) M. Shea called the question.
3. **Motion** passed [27-1-5]. Motion will be forwarded to the Dean of the School of Business for further action.

ii. Minutes of 10/6 received

e. UWIC

i. Discussion of 10/6 meeting

1. No Motions
2. Bylaw revisions considered.

ii. Minutes of 10/6 received

f. LEPC

i. Discussion of 9/21 and 9/28 meetings

1. Working on the following issues: (1) transfer equivalency document will be brought to Chairs' Council on 10/13 and hope to have it working soon, (2) forming infinity groups to come out of Tier II Areas of Knowledge (9 groups); (3) revising Tier II form; (4) LEP advisement sessions scheduled; (5) website has been updated and LEP forms are under UWIC and LEPC; (6) new form for consideration – LEP Course Proposal Signature Sheet for Existing Courses that Require No Revision [requires edit – under UCF Use Only: Change "*Date NMC Approved*" to "*Date UWIC Approved*"]
2. **Motion** to accept LEP Course Proposal Signature Sheet for Existing Courses that Require No Revision; approved unanimously

ii. Minutes of 9/21 and 9/28 received

V. Old Business

a. Update on technology issues

- i. (1) Marty Hartog attended Technology Committee from Senate and asked that an *ex-officio* member, namely Scott Graves, be added as a representative of UCF, to the University Technology Committee; (2) investigate the development of the next reiteration of the catalog as an on-line offering of that catalog. Marty will recommend Sean Grace and Heidi Lockwood.
 1. Scott Graves reminded UCF that we want a "browse-able" schedule of classes, too, that links to the catalog course descriptions.
 2. Mike Shea noted that in banner there are limitations to the codes (i.e., satisfies Tier 2, when in fact it lacks that specificity that it satisfies Tier 2 Cultural Competency)

b. Update on electives in degree programs - *tabled*

VI. New Business

1. Marty Hartog presented the option of a new space for UCF Meetings – EN B 121 – which will accommodate the increase in UCF members attending meetings. The membership prefers to continue meeting in ASC 301 this semester, if possible.

Meeting adjourned at 10:50 a.m.

These minutes are respectfully submitted by Michele Vancour.

Called to order at 9:35 a.m.

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

I. New Business

A. Notification of 7 special topic sections were presented and logged.

<u>Course #</u>	<u>Transcript Title</u>	<u>Semester</u>	<u>Times taught</u>
ART 398	Art of Revolution	Spring 2012	1
GEO 298	South Africa Field Study	Spring 2012	0
HIS 398	The American Presidency	Spring 2012	1
MAT 298	Topics in Statistics	Spring 2012	0
MGT 498	Green Management	Spring 2012	2
PHI 398	Virtue Ethics	Spring 2012	1
SOC 298	Medical Sociology	Spring 2012	1

Description of logged courses with full titles

ART 398 – Art of Revolution

The course explores the relationship between the twentieth-century political revolutions and the arts. The course focuses on lesser covered artistic responses to the revolutions of the twentieth century in Russia, China, and Iran.

GEO 298 – Land Use & Sustainable Development in South Africa’s Western Cape Province

This course provides students with a field-based geographical perspective of contemporary land use and sustainable development issues in South Africa’s Western Cape Province. Students will take part in field lectures, seminar style discussions, community based service learning activities as well as research driven group projects. The course will be taught as a field experience in South Africa.

Prerequisites: instructor permission and travel arrangements through SPAR

HIS 398 – The American Presidency

This course analyzes the development of the roles, jurisdictions, and powers of the American Presidency from the first George W to the recent George W. The influence of personalities will be noted, along with institutional growth. Both domestic and foreign policy issues will be studied. Students consider the original intentions of the framers of the Constitution, the significant events and the leadership decisions of various presidents, all in their historical context. The sweep of time through 223 years of U.S. history permits appreciation, if not always approval, of the changes that have created the contemporary presidency.

MAT 298 – Topics in Statistics

A second course in statistics, focusing on categorical data analysis and design of experiments. The course is meant to be a continuation of a statistical class, which covered statistical inference. The class will focus on applying statistical procedures to analyze categorical data and design of experiments. A software package is required.

MGT 498 – Green Management

How to manage a business to reduce its environmental footprint. The course will cover the current status of environmental problems, government regulation, ecological economic theory, the principles of process and product design for the environment, and competitive environmental business strategies. The course will emphasize applying theory to case studies and will include tools and techniques for assessing/reducing environmental footprints.

PHI 398 – Virtue Ethics and it's Challenges

This course introduces students to virtue ethics, which had been neglected in modern moral philosophy and has made a come-back in the past 30 years. We will discuss issues concerning the nature of virtues, the relation between moral virtues and intellectual virtues, virtue and action, and moral education. In discussing these issues two ancient virtue ethics traditions: the Aristotelian and Confucian virtue ethics, will be introduced. We will also discuss some challenges to virtue ethics.

SOC 298 – Medical Sociology

This course focuses on the connection between health and illness from a sociological point of view. After taking this course students will be able to: identify issues of health and illness during the life-course influenced by individual action and cultural norms; explain the influence of sociological factors such as gender, race/ethnicity and socioeconomic status on health and illness outcomes in the larger population; explain challenges to the American health care system and selected countries, and describe the influence of modern technologies for health and illness outcomes as well as ethical problems.

- B. NPIC proposed, edited, and approved a new form for proposing revisions to departmental minors (attached).

Meeting adjourned at 10:40 a.m.

Respectfully submitted by: Gregory Adams

**UNDERGRADUATE CURRICULUM FORUM
DEPARTMENTAL MINOR REVISION PROPOSAL – SIGNATURE SHEET**

Box 1

Department: _____
 Minor: _____ Concentration (if applicable): _____
 Contact Person: _____
 Phone Ext.: _____
 Email: _____
 Department Votes: For: _____ Against: _____ Abstentions: _____

Box 2

Signatures:

Dept. Chair: _____ Date Dept. Chair Approved: _____
 DCC Chair: _____ Date DCC Approved: _____

Box 3

Attachments Required:

- Current catalog description with proposed edits (deletions) marked.
- Proposed catalog description with proposed edits (additions) marked.

Box 4

Other Departments Affected:

Attach letters/emails of acknowledgement from the chair(s).

Department: _____ Acknowledgement Attached:
 Department: _____ Acknowledgement Attached:
 Department: _____ Acknowledgement Attached:
 Department: _____ Acknowledgement Attached: No Departments Are Affected:

UCF Use Only:

Date the Completed Proposal (with all necessary attachments) was received in UCF Office: _____
 SCC Chair: _____ Date SCC Approved: _____
 NMC Chair: _____ Date NMC Approved: _____
 UCF Chair: _____ Date UCF Approved: _____

Provost or Designee: _____ Date Approved: _____
 Date UCF Received Final Approval: _____

UNDERGRADUATE CURRICULUM FORUM DEPARTMENTAL MINOR REVISION PROPOSAL – SUMMARY SHEET

Field 1:
Proposed Effective: Fall ____

Field 2:
Department: ____ Minor: ____ Concentration (if applicable): ____

Field 3:
Overall Requirements:

Current Required Credits:	
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Proposed Required Credits (18 maximum)	
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Field 4:
Minor Requirements:

Deleted Requirements	Credits

Added Requirements	Credits

Field 5:
Cognate Requirements:

Deleted Requirements	Credits

Added Requirements	Credits

Field 6:
Rationale for Program Revision:

UNDERGRADUATE CURRICULUM FORUM

Directions for Departmental Minor – Revision Proposal

Signature Sheet

BOX 1

- Indicate the Program (BA/BS), Minor, and Concentration (if applicable)
- Contact Information
- Department Votes (Departmental Curriculum Committee Votes)

BOX 2

- Minor Program Revision Proposal form must be signed by the Department Chair and the Department Curriculum Committee Chair, if appropriate, before submitting to UCF Office, EN-C216.

BOX 3

Required attachments sent as scanned documents:

- Current catalog description with proposed course deletions marked.
- Proposed catalog description with proposed course additions and language changes marked.

BOX 4

- A proposal that has an impact on another department needs an acknowledgement (email or memo) from the chair of the affected department(s), to indicate that he or she is aware of the proposal.

Summary Sheet

Field 1: Proposed Effective

Proposed effective will always be the following **Fall** term.

Field 2: Program

Fill in the Program and specify the Minor.

Field 3: Overall Requirements

All minors may have a maximum of 18 required credits.

Field 4: Minor Requirements

Indicate any Deleted Requirements

Indicate any Added Requirements

Field 5: Cognate Requirements

Indicate any Deleted Cognates

Indicate any Added Cognates

Field 6: Rationale

The rationale for a program revision will describe the reasons for the changes, with particular reference to how they improve the program. The level of detail and explanation depends on the extent to which the program is changed. Therefore, a program revision that involves changing only a single course can be very brief, while major revisions in the program will require a more in-depth explanation.

After completing forms:

All forms and attachments are to be sent via electronic submission to the UCF Office (ucfoffice@southernct.edu). In addition, one hard copy of the signature sheet only is to be sent to the UCF Office, EN-C216. The proposal will not be forwarded to the SCC until the hard copy of the signature sheet is received.

**Undergraduate Curriculum Forum
Notifications Management Committee Minutes
October 20, 2011**

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

Absent: Sean Grace, Jingjing Liu, Nuncia Moniello, Elizabeth Rodriquez-Reyes

Guest: Lawrence Brancazio, Psychology Department

Meeting called to order at 9:35am

New Course Proposals

GEO 105 – Critical Thinking: Food Systems—A Geography **

Motion to approve:

Motion: S. Latorre; C. Hannah

Motion passed: 7-0-0

SPA 459 – Latin American Theater and Performance

Motion to approve: TABLED

Motion:

Motion passed:

WMS 150 – Women, Community, Technology

Motion to approve: TABLED

Motion:

Motion passed:

Revised Course Proposals

COM 322- Interviewing

COM 335 – Advertising and Promotional Design

COM 340 – Communication and Product Information

COM 372 – Electronic Filmmaking

COM 377 – Video Directing

COM 385 – Documentary Production

COM 402 – Advertising and Promotion for the Internet

COM 410 – Crisis and Communication

COM 430 – Communication Strategies in the Corporation

COM 468 – Special Effects in Video

COM 472 – Advertising and Promotional Campaign

COM 481 – Applied Perspectives in Interpersonal Communication

COM 487 – Advanced Organizational Communication

COM 490 – Practicum in Organization Communication

COM 492 – Practicum in Video Production

COM 493 - Practicum in Advertising and Promotion

Motion to approve:

Motion: L. Bower; C. Hannah

Motion passed: 6-0-1

MKT 350 – Product and Market Planning **

Motion to approve:

Motion: L. Bower; C. Hannah

Motion passed: 7-0-0

MKT 425 – Marketing Research **

Motion to approve:

Motion: M. Das; C. Hannah

Motion passed: 7-0-0

Revised Program Proposals

ILS – Major/Minor

Motion to approve: TABLED

Motion:

Motion passed:

BA in Psychology/Concentration: General

Motion to approve:

Motion: D. Taylor; C. Hannah

Motion passed: 7-0-0

BS in Psychology/Concentration: Research

Motion to approve:

Motion: C. Hannah; E. Larkin

Motion passed: 7-0-0

BA in Psychology/Concentration: Mental Health

Motion to approve:

Motion: J. Cooper; C. Hannah

Motion passed: 7-0-0

Meeting adjourned at 10:50am

**** LEP proposed course**

Tier 1

GEO 105

Tier 2

MKT 350 (Creative Drive)

Tier 3

MKT 425 (Creative Drive)

PRAC minutes 10/20/2011

Present: S. Clerc, M. Enjalran, M. Davidson, M. Fede, P. Kahlbaugh, T. Lin, T. Radice, R. Zipoli

Not present: C. Dellinger-Pate, C. O'Sullivan

Meeting came to order at 9:46.

Following discussion of the external review for History and T. Radice's response, the Committee voted on standards 1-17. All were met.

The Committee unanimously voted to recommend continuing approval for History.

Meeting adjourned at 10:46.

Respectfully submitted,

S. Clerc

PRAC Report for History

At its 10/20/2011 meeting, PRAC voted unanimously to recommend continuing approval for History.

Dr. Tom Radice is commended for producing a well-written, thorough, and thoughtful self-study for the History department. It will be an invaluable benchmark for future assessment reports and fundamental for the department's development of an ongoing assessment program.

PRAC recommends this report as a model for other departments. The outcomes of its self-assessment are unique to History, but the integrity and rigor of the assessment, as documented in the report, provide an outstanding example for any department embarking on the process.

All standards were met.

Standard 1: Met

Standard 2: Met

Standard 3: Met. The tables and narratives for standards 3 through 5 illustrate one of the key strengths of this report: the outcomes and rubrics they began with are described, the resulting data is provided in clearly labeled tables, the data is interpreted for the reader, and then changes made as a result of the data gathering and analysis are discussed. The honesty and drive for improvement displayed in this report capture the spirit of assessment.

Standard 4: Met.

Standard 5: Met.

Standard 6: Met. Again, the discussion of what was learned during assessment and a means for addressing it are commendable. This is also a clear and simple curriculum map.

Standard 7: Met. A matter on which the department, PRAC, and the external all agree—more full-time tenure-track faculty are needed to fill vacancies in Latin American, African, and U.S. History.

Standard 8: Met.

Standard 9: Met.

Standard 10: Met. One of the areas PRAC and the external reviewer focused on is student involvement in research. Suggestions were made for an accelerated BA-MA programs to recruit students; looking for outlets for student research, especially the capstone projects, perhaps conferences or journals; and seeking out internships. The response to the external report indicates the department has begun exploring more possibilities for their students.

Standard 11: Met. And then some.

Standard 12: Met.

Standard 13: Met.

Standard 14: Met.

Standard 15: Met.

Standard 16: Met. Good example of how standard 16 pulls the report together—the strengths and weaknesses discussed in this standard were all identified in the previous standards and summarized here and led logically into the next standard where possible options for improving weak areas were presented.

Standard 17: Met. The external reviewer's report has solid, helpful recommendations for implementing ongoing program assessment.

University-Wide Impact Committee
Minutes 10/20/11

Present

JWA. Fullmer, E. Keenan, L. Lancor, A. Marsoobian, M. McClain, J. Mielczarski, J. Mills, B. Nakamura, W. O'Brien, A. Reynaga, M. Shea, D. Weiss.

Absent

P. Beals, K. Gatzke, K. Laing, H. Lockwood, J. O'Hara, T. Regan, W. Yu

I. Call to Order

The meeting was called to order at 9:37 am.

II. Old Business

Discussion of UWIC by-laws (tabled)

Revised and Resubmitted LEP Course Proposals

PCH 201 (Wellness, T2 MB)

Motion to Approve by M. Shea, seconded D. Weiss

Motion passed 10-0-1

EXS 212 (Lifetime Physical Activity, T2 MB)

Motion to Approve with minor revision by D. Weiss, seconded W. O'Brien

Motion passed 10-0-1

III. New Business

New LEP Course Proposals

ENG 201 (Creative Writing, T2 CD)

Motion to Approve by D. Weiss, seconded B. Nakamura

Motion passed 11-0-0

****INAGURAL TIER 2, CREATIVE DRIVE COURSE****

MKT 350 (Product and Market Planning, T2 CD)

Motion to Revise and Resubmit by W. O'Brien, seconded M. McClain

Motion passed 10-0-1

IV. Adjournment

The meeting adjourned at 10:45 am.

Minutes prepared by Byron Nakamura

Southern Connecticut State University
Writing Across the Curriculum Committee
Minutes
October 20, 2011

The WACC met electronically for proposal review on 10/20/11 – the following proposal was reviewed and approved 8-0-0

COM 233 - Relational Development (D. Robinson)

Minutes

Liberal Education Program Committee Meeting
Wednesday, October 5, 2011
3:25 – 4:45pm, Math Conference Room - EN D122

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

Announcements, etc.

Deb Weiss asked for volunteers for the Advisement Workshop to take place during community hour on 10/28.

John DaPonte inquired after the possibility of getting someone to identify equivalency courses for UConn, perhaps during winter session. Polly Beals will investigate funding.

Signature Sheet

Deb asked that we move briefly to new business to consider the Liberal Education Program Course Proposal Signature Sheet for Existing Courses That Require No Revision. Liz Keenan wondered under what circumstances such courses would exist. It was suggested that there could be instances in which an existing course could meet Tier 2 course requirements, perhaps with minor adjustments that would not warrant using a Revised Course Proposal form.

The form was approved unanimously.

Continuing discussion of Affinity Groups/Coordinators/Consultants for Tier 2 Areas of Knowledge

Deb directed the committee's attention to her summary of where the committee stood regarding affinity groups, coordinators, etc. She wondered at the previous suggestion that the affinity groups should decide for themselves the issue of allowing membership of part-time faculty on the affinity groups. She suggested that the issue should be more appropriately decided by the LEPC.

Jim Tait suggested membership should be limited to faculty who either teach or who are interested in teaching in the program. Joe Fields urged that the criteria for membership be as inclusive as possible.

After more discussion, the LEPC agreed upon the following language:

Affinity groups should be open to any interested faculty members.

After Deb reiterated a number of items that the committee had agreed upon last meeting, discussion turned to unresolved questions regarding consultants. Questions and issues raised included the following:

- Should consultants be selected or should they self-select?
- How many are needed/wanted?
- Do consultants have to have had a course approved or proposed?
- Is it enough to say that they have proposed a course (given that proposal does not guarantee passage).
- Polly suggested that expertise could be acquired in ways other than having had a course approved or proposed and that expertise is essentially what is desired.

After further discussion, the committee agreed upon the following:

Consultants for the Tier 2 Areas of Knowledge should self-select, should have expertise in T2 Areas of Knowledge and should be familiar with the LEP course approval process.

The committee then took up the working motion Deb had distributed by email. The rest of the meeting was spent discussing and crafting language from the working motion. The results so far:

The LEPC moves that Affinity Groups (AG) for the Tier 2 Areas of Knowledge (Area) be created. In accordance with the LEP document (p. 12), the goal of the AGs is to ensure

continuous assessment and improvement of the Tier 2 Areas. The AGs shall convene regularly in order to collect and analyze data for the purpose of determining at least one annual action item that would strengthen student success.

Deb asked that the committee send her further suggestions.

Before we convened, 2 other issues were raised regarding the working motion:

Whether or not to call these groups *affinity groups* given that there is no such designation contained in the LEP document. The suggestion was made that they might be called Area Steering Committees.

John expressed concern regarding the working motion's possible circumvention of a department chairperson by suggesting that the Area Coordinator alone assists in handling transfer student issues.

Meeting adjourned at approximately 4:45.

We all left because it was a really nice day outside.

Minutes
Liberal Education Program Committee
Wednesday, October 12, 2011
3:25-4:45, Math Conference Room, EN D122

Present: Polly Beals, John DaPonte, Joe Fields, Wendy Hardenberg, Nicole Henderson, Elliott Horch, Liz Keenan, Rich Kustin, Armen Marsoobian, Wes O'Brien (recording), Jim Tait, Deb Weiss (chairperson)

Announcements

Armen Marsoobian announced a meeting of Critical Thinking faculty on 10/14 during community hour in EN A113.

Continued discussion of Affinity Groups/Coordinators/Consultants for Tier 2 Areas of Knowledge

The Committee returned to last week's discussion regarding the question of the name *Affinity Group* vs. the name *Steering Committee*. We discussed the role of the groups, the formality and/or informality suggested by each name and the various references to *Steering Committee* in the LEP document (which does not use the name *Affinity Group* at all). The Committee agreed to retain the name *Affinity Group*.

Jim Tait passed out copy defining the role of the Affinity Groups. Discussion turned to the working motion supplied by Deb Weiss. After much discussion, which included such concerns as the scope of the task included in the motion, the implications embedded in the word *assessment*, the division of labor between Coordinator and Affinity Group, the committee drafted language for the motion regarding the group's description. The committee then discussed the language in the working motion regarding the role of the Coordinators. Issues raised included the call for reassigned time and the impact it would have on those already receiving it, term limits and whether or not to bring them into line with those already employed by UCF. Finally, the committee discussed the language in the working motion regarding the role of Consultants. The following motion was then approved with 6 in favor and 1 against.

The LEPC moves that Affinity Groups (AG) for the Tier 2 Areas of Knowledge (Area) be created. The AGs shall be open to all interested faculty members. In accordance with the LEP document (p. 12), the goal of the AGs is to ensure continuous assessment and improvement of the courses in the Tier 2 Areas. The AGs shall convene regularly in order to:

- Share and review information regarding the curricula and pedagogies in the Areas of Knowledge.
- Determine at least one annual action item that would strengthen student success.

Coordinators

Each AG shall be chaired by a Coordinator to be selected by the Group for a one year term with a limit of three consecutive terms. The Coordinator shall have either had a Tier 2 course in the relevant Area approved or submitted as a proposal. It is recommended that Coordinators receive appropriate reassigned time. The Coordinator shall facilitate faculty activities in each Tier 2 Area of Knowledge as required by the LEP Document and other university policies. These activities include, but are not limited to:

- Convening and chairing AG meetings as needed
- Assisting the LEP Director in handling transfer student issues
- Communicating with those that teach in the Area
- Facilitating the sharing of syllabi and other instructional materials
- Serving in an advisory capacity to UWIC
- Working with the LEP Director

Consultants

Consultants are self-selected members of the AGs who have expertise in their Area and are familiar with the LEP course approval process. Consultants should be capable of assisting faculty members in creating or adapting courses in their Areas. The Coordinator of the LEP Director shall match interested faculty with Consultants. AG Coordinators may also serve as Consultants.

Primary (non-textbook) expository source definition for Intellectual Foundation Component for Tier 2 courses.

The discussion turned to UWICs request for clarification regarding the definition of a primary (non-textbook) expository source as required by the LEP document for the T2 Intellectual Foundation Component. Deb explained the issue; i.e., that lack of a clear definition as to what constitutes the expository source has been holding up discussions in UWIC. Jim provided brief historical background regarding where the idea for the text originated stating that the original intention was that faculty utilize sources in addition to text books. A brief discussion followed. Time did not permit any definitive decisions.

Meeting adjourned at 4:45.

Minutes
Liberal Education Program Committee
Wednesday, October 19, 2011
3:25-4:45, Math Conference Room, EN D122

Present: Polly Beals, John DaPonte, Joe Fields, Wendy Hardenberg, Elliott Horch, Liz Keenan, Armen Marsoobian, Wes O'Brien (recording), Elsie O'Kobi, Jim Tait, Deb Weiss (chairperson)

Announcements:

Elsie O'Kobi reminded the group to promote the Information Literacy Workshop because thus far few have signed up.

Primary (non-textbook) expository source definition for Intellectual Foundation Component for Tier 2 courses

The group took up discussion of the document provided by Armen Marsoobian and Mike Shea regarding clarification and definition of the Tier 2 Intellectual Foundations requirement. The discussion included the following points and comments:

The definition should not necessarily suggest, either explicitly or by example, that the source be historical.

The intent should be to define in terms of impact on rather than concentrate on the means by which that impact was effected.

UWIC will not necessarily have members of the department present, thus the proposers should include an explanation of the source with regard to three points: major idea, influence and foundational nature.

The source should comprise one or more original ideas rather than provide restatement of ideas that predate it.

The source should be broad enough to have had a substantial impact on the field.

Deb Weiss asked the committee to decide between the word *text* and the word *source* as the LEP document uses both designations. After some discussion, primarily about the semantic implications and/or assumptions conjured by the word *text*, the committee decided unanimously on the word *source* and Armen moved to approve the following language for Box E:

Each Tier 2 course must assign at least one primary influential (non-textbook) expository source. Please indicate below how this source makes an influential argument about a major idea in the field.

The motion passed 6-1.

The committee turned to the language that will appear in Box E Explanation. Discussion included:

Need to clarify what is meant by *non-textbook*.

The need to articulate what is meant by the word *foundational*.

A suggestion that proposers in traditional fields should not think about the most “up-to-date” material but consider instead material that has had a previous fundamental impact on the discipline.

The following language was proposed for Box E Explanation:

The Liberal Education Program’s intellectual foundations goal of studying “influential arguments about major ideas” is achieved by incorporating one or more primary (non-textbook) expository sources into all Tier 2 courses. A primary expository source is usually a text, but there may be exceptions. If you anticipate others will teach this course, attach a brief annotated bibliography of alternative sources.

The language was adopted by a vote of 6-1.

Meeting adjourned at 4:45

Liberal Education Program Committee

LEPC Motions for UCF meeting of 10/27/11

From 10/12 meeting

The LEPC moves that Affinity Groups (AG) for the Tier 2 Areas of Knowledge (Area) be created. The AGs shall be open to all interested faculty members. In accordance with the LEP document (p. 12), the goal of the AGs is to ensure continuous assessment and improvement of the courses in the Tier 2 Areas. The AGs shall convene regularly in order to:

- Share and review information regarding the curricula and pedagogies in the Areas of Knowledge.
- Determine at least one annual action item that would strengthen student success.

Coordinators

Each AG shall be chaired by a Coordinator to be selected by the Group for a one year term with a limit of three consecutive terms. The Coordinator shall have either had a Tier 2 course in the relevant Area approved or submitted as a proposal. It is recommended that Coordinators receive appropriate reassigned time. The Coordinator shall facilitate faculty activities in each Tier 2 Area of Knowledge as required by the LEP Document and other university policies. These activities include, but are not limited to:

- Convening and chairing AG meetings as needed
- Working with the LEP Director in handling transfer and other student issues
- Communicating with those who teach in the Area
- Facilitating the sharing of syllabi and other instructional materials
- Serving in an advisory capacity to UWIC

Consultants

Consultants are self-selected members of the AGs who have expertise in their Area and are familiar with the LEP course approval process. Consultants should be capable of assisting faculty members in creating or adapting courses in their Areas. The Coordinator and the LEP Director shall match interested faculty with Consultants. AG Coordinators may also serve as Consultants.

- From 10/19 meeting
- For Box C in the Tier 2 LEP course proposal form:
- Each Tier 2 course must assign at least one primary influential (non-textbook) expository source. Please indicate below how this source makes an influential argument about a major idea in the field.
- For the Box C Explanation:

- The Liberal Education Program’s intellectual foundations goal of studying “influential arguments about major ideas” is achieved by incorporating one or more primary (non-textbook) expository sources into all Tier 2 courses. A primary expository source is usually a text, but there may be exceptions. If you anticipate others will teach this course, attach a brief annotated bibliography of alternative sources.

UNDERGRADUATE CURRICULUM FORUM

LEP – TIER 2 COURSE PROPOSAL FORM

Box A: Course & Contact Information

Subject Code: _____ Course Number: _____ Department: _____

Course Title: _____

Contact Person: _____ Email: _____ Ph Ext.: _____ Current AUR Course? Yes No**Box B: Tier 2 Areas of Knowledge & Experience: (Check only one)**

- | | | |
|---|---|---|
| <input type="checkbox"/> American Experience | <input type="checkbox"/> Creative Drive | <input type="checkbox"/> Cultural Expression |
| <input type="checkbox"/> Global Awareness | <input type="checkbox"/> Mind and Body | <input type="checkbox"/> Natural World I: Physical Realm |
| <input type="checkbox"/> Natural World II: Life & Environment | <input type="checkbox"/> Time and Place | <input type="checkbox"/> Social Structure, Conflict & Consensus |

Please insert an explanation of how your course will meet EACH of the "Key Elements" of your chosen Area of Knowledge *and* the requirements of a Tier 2 course. See directions for a detailed description of the required explanation components:

Please insert explanations of how your course will meet the [Tier 2](#) requirements as outlined below:

- | | |
|----|---|
| A) | Have enough scope to provide adequate foundation to the particular Area of Knowledge and Experience : |
| B) | Address a number of topics in depth: |
| C) | Make an effort to integrate knowledge from a variety of perspectives: |
| D) | Provide insight to issues of the 21st century and/or important issues in students' lives: |
| E) | Include problem-based learning appropriate to the topic: |
| F) | Provide an introduction to the analytical tools of the discipline(s) offering the course: |

Please insert course syllabus below:

Box C: Intellectual Foundations Component

Each Tier 2 course must assign at least one primary influential (non-textbook) expository source. Please indicate below *and* in your inserted syllabus which source(s) is a primary expository source. Please indicate below how this source(s) makes an influential argument about a major idea in the field.

Box D: Tier 1 Requisite Courses: (3 pre/co-requisites are automatic. Choose any others that apply)

Tier 1 Course	Prerequisite	Co-Requisite
First Year Experience (Honors, INQ, LINKS)	<input checked="" type="checkbox"/>	
Critical Thinking	<input checked="" type="checkbox"/>	
Written Communication (must check Pre or Co-Req box)	<input type="checkbox"/> (if W-course)	<input type="checkbox"/> (if not a W-course)
Multilingual Communication	<input type="checkbox"/>	<input type="checkbox"/>
Quantitative Reasoning	<input type="checkbox"/>	<input type="checkbox"/>
Technological Fluency	<input type="checkbox"/>	<input type="checkbox"/>

Box E: Competencies

Competencies: (Choose one additional)

- | | | |
|--|---|---|
| <input type="checkbox"/> Creative Thinking | <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Information Literacy |
| <input type="checkbox"/> Interpersonal Effectiveness | <input type="checkbox"/> Multilingual Communication | <input type="checkbox"/> Oral Communication |
| <input type="checkbox"/> Quantitative Reasoning | <input type="checkbox"/> Technological Fluency | <input checked="" type="checkbox"/> Written Communication |

Please insert an explanation of how students will continue developing your chosen [Competencies](#) (including methods of evaluation):

Box F: Discussions of Values

Discussion(s) of Values: (Choose at least one)

- | | | |
|--|---|--|
| <input type="checkbox"/> Aesthetic Sensitivity | <input type="checkbox"/> Civic Engagement | <input type="checkbox"/> Environmental Awareness |
| <input type="checkbox"/> Ethical Judgment | <input type="checkbox"/> Human Diversity | <input type="checkbox"/> Rational Thought |

Please insert an explanation of how your chosen [Discussion\(s\) of Values](#) will be addressed in this course (including methods of evaluation).

UNDERGRADUATE CURRICULUM FORUM

DIRECTIONS FOR PREPARING AN LEP TIER 2 COURSE PROPOSAL

This *LEP-Tier 2 Course Proposal Form* must be attached to the UCF new or revised course proposal form or to the LEP signature page if this is not a new or revised course.

BOX A: Course and Contact Information

Please completely fill in the subject code, course number, department name, course title, and related contact information. These courses should generally be at the 200 level, although some courses may be at the 100 or 300 level. Also indicate if the course you are proposing is currently an "All University Requirement (AUR)" course.

BOX B: Tier 2 Area of Knowledge & Experience

Each [Tier 2](#) course serves as a foundation of knowledge in an area that prepares students for self-realization, life-long learning, and citizenry in the twenty-first century. Please choose the one [Area of Knowledge and Experience](#) that you are proposing for your course. Follow the hyperlinks to get a description of each area of knowledge.

Please insert an explanation of how your course will:

1. *Meet each of the LEP required "Key Elements" for the specific [Area of Knowledge & Experience](#) course you are proposing, and
2. Fulfill the requirements of all [Tier 2](#) courses:
 - have enough scope to provide an adequate foundation to the particular [Area of Knowledge and Experience](#),
 - address a number of topics in depth,
 - make an effort to integrate knowledge from a variety of perspectives,
 - provide insight to issues of the 21st century and/or important issues in students' lives,
 - include problem-based learning appropriate to the topic, and
 - provide an introduction to the analytical tools of the discipline(s) offering the course.

Please insert your course syllabus. In the syllabus we ask that you clearly demonstrate how the "Key Elements" of the specific [Area of Knowledge & Experience](#) will be addressed in:

- Learning Objectives/Student Learning Outcomes
- Course Outline
- Methods of Evaluation

Box C: Intellectual Foundations Component

The Liberal Education Program's intellectual foundations goal of studying "influential arguments about major ideas" is achieved by incorporating one or more primary (non-textbook) expository sources into all Tier 2 courses. A primary expository source is usually a text, but there may be exceptions. If you anticipate that other instructors might teach this course, please attach a brief annotated bibliography of additional sources.

Please indicate in this form *and* in your inserted syllabus which source(s) is a primary expository source. Please insert in this form how this source(s) makes an influential argument about a major idea in the field.

BOX D: Tier 1 Requisite Courses

[Critical Thinking](#) and the [First Year Experience](#) are automatic prerequisites for all Tier 2 courses. [Written Communication](#) is an automatic co-requisite or pre-requisite (W-courses offered as Tier 2 courses will have Written Communication as a pre-requisite). Any other Tier 1 prerequisite(s) for your course should be indicated here. If your course has additional prerequisites beyond Tier 1 courses, those prerequisites should be indicated on the UCF new or revised course proposal form.

*Box E: Competencies

In Tier 2 courses, students continue to develop critical thinking and writing skills, as well as *at least one* other Competency. Please indicate one [Competency](#) that will be reinforced in your course (*in addition to* critical thinking and written communication). Please insert an explanation of how your course will develop and reinforce [Competencies](#) from Tier 1 (include the methods of evaluation).

*Box F: Discussions of Values

In Tier 2 courses, students engage in at least one [Discussion of Values](#). Please indicate *at least one* [Discussion of Values](#) that will be utilized in your course and insert an explanation of how your course will engage students in the [Discussion of Values](#) area(s) that you have selected (include the methods of evaluation).

*Note: A course may be taught by multiple instructors who may choose to address the key elements in different ways, reinforce different *Competencies* and discuss different *Discussions of Values* for their section. If this is the case for this course, please provide only one syllabus or course outline in which you demonstrate how all of the above are satisfied for your section of the course.

For Further Information

If you need further clarification on any item, please feel free to contact [Polly Beals](#), LEP Director at bealsp1@southernct.edu or 2-5610 in the School of Arts & Sciences EN A112F.