

Undergraduate Curriculum Forum

AGENDA

Adanti Student Center, Room 301A

Thursday, Sept. 15, 2011

- I. Call to order
- II. Announcements
- III. Approval of UCF minutes of May 19, 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
 1. approval of Tier 3 proposal form
- VI. New Business
 - a. Discussion on minimum elective credits for the BA (28 credits) and BS (12 credits) in degree programs.
- VII. Adjournment

Undergraduate Curriculum Forum

MINUTES

Adanti Student Center, Room 301A

Thursday, September 1, 2011

Present: M. Hartog, K. McGill, M. Das, G. Kowalczyk, D. Weiss, M. Bay, L. Lancor, L. Bower, M. McClain, J. Fullmer, M. Fede, C. Hannah, B. Nakamura, T. Radice, C. Simoneau, C. Dellinger-Pate, W. O'Brien, R. Kustin, K. Lacey, M. Vancour, K. Gatzke, H. Lockwood, M. Enjalran, P. Kahlbaugh, D. Smith, J. Tait, G. Adams, E. Keenan, S. Latorre, T. Lin, M. Shea, S. Clerc, K. Laing, N. Moniello, D. Bentley-Drobish, S. Keller, J. Mills

Absent: M. Narumanchi, B. Phelan, M. Generali, S. Grubacic, E. West, J. Liu, J. Hong, E. Kramer, J. Irving, J. O'hara, T. Abdulaziz, L. Nye, J. Mielczarski, S. Graves, B. Glynn, P. Beals

- I. The meeting was called to order at 9:41 a.m.
 - Quorum (50% + 1) was reached at 9:45 a.m.
- II. Announcements
 - a. Denise Bentley Drobish – new student convocation is Sept. 7th from 12-2 p.m. (at the same time as the Faculty Senate meeting) in Lyman Center
 - b. Mike Shea – AAUP Faculty Leadership Retreat last Friday and AAUP Chapter meeting scheduled for Tues., Sept. 6th from 11:30 a.m. –1 p.m. in the ASC Theater
 - c. Lisa Lancor – Deb Weiss is the new LEPC chair
- III. Approval of UCF minutes of May 19, 2011
 - a. Minutes of May 19th approved with three abstentions
- IV. Standing Committees were introduced and members provided an opportunity to select a volunteer committee on which to serve during the 2011-2012 academic year. The committees and their respective chairpersons are:
 - a. NPIC – Greg Adams
 - b. NMC – Cindy Simoneau
 - c. WACC – Kim Lacey
 - d. PRAC – Sue Clerc
 - e. UWIC – Liz Keenan
 - f. LEPC – Deb Weiss
 - i. LEPC Notes: Polly Beals – Tier III draft proposal form will be reviewed next week. If people want to look at all approved LEPC proposals, they can be viewed on LEPC site under LEPC Grid. Kim Laing will be updating the “grid”.
- V. New Business
 - a. Set the agenda for the Fall 2011 semester as presented by Marty Hartog:
 - i. Consider concerns during the spring LEP referendum such as a policy to revise the LEP
 - ii. Communicate about the transfer bank developed for LEPC over the summer by Lisa Lancor and Therese Bennett
 - iii. Plan for improved communication with the general faculty
 - iv. Approve the Standing Committee By-laws
 - v. Continue to review the use of technology and its pedagogical implications
 1. Possibly invite Wendy Cheng to address issues with technology
 2. Consider a motion at UCF to encourage a motion through Faculty Senate to resolve some issues.
 3. Add a member of OIT to UCF membership

Additional issues presented by the membership:

- vi. Concern was raised about continuing to admit students up until and after the start of classes. Issues to consider were whether there are classes for these students despite the diligence and support of the Registrar's Office and that late admits will not receive the orientation beneficial to new students.
- vii. Review the process for departments objecting to rejected proposals

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), M.Bay, G. Kowalczyk, K. McGill, J. Hong, S Keller

I. New Business

A. Notification of 4 special topic sections were presented and logged.

<u>Course #</u>	<u>Transcript Title</u>	<u>Semester</u>	<u>Times taught</u>
MDS 298	Contemporary Media Studies	Spring 2012	2
MDS 298	Social Media: Public/Private	Spring 2012	1
MDS 398	Daily Resistance: TV Satire	Spring 2012	0
NUR 498	Palliative & End of Life Care	Spring 2012	2

Description of logged courses with full titles

MDS 298 – Contemporary Media Debates

This course will explore contemporary media debates that affect media consumers, media educators, media producers, media organizations and media policy makers. Please note that this is not an oral or written debate course.

MDS 298 – Social Media: Public Life Private Life

A critical examination of social media’s digital transformation of public and private life. Students will examine public/private life in terms of history, social functions, fluidity and redefinition in today’s social networking environment.

MDS 398 – Daily Resistance: TV Satire

This course critically explores contemporary television satire of national politics and its reflection and/or reinforcement of cultural cynicism. Through irony and satire, The Daily Show, The Colbert Report and SNL offer audiences resistance to the mainstream political “spin” saturating television during political election seasons. Drawing upon the empirical and theoretical work of key thinkers in media criticism, this course explores how the satire geared toward a generation already versed in irony influences political thought. From Stewart’s “fake” news to Colbert’s Super PAC, “Citizens for a Better Tomorrow, Tomorrow” students will explore the possibilities of ironic texts opening up new systems of meanings and political identification for audiences.

NUR 498 – Advanced Special Topics in Health Care: Palliative and End-of-Life Care

Students will develop knowledge in the specialized field of palliative and end-of-life nursing care for patients across the lifespan and their families. Physical, psychological, social, and spiritual needs of patients and their families will be explored, using the End-of-Life Nursing Education Consortium (ELNEC) modules as a conceptual framework.

Meeting adjourned at 10:30 a.m.

Respectfully submitted by: Gregory Adams

Undergraduate Curriculum Forum

Notification Management Committee Minutes

September 8, 2011

Present: Cindy Simoneau (Chair), Laura Bower, Margaret Das, Sobeira Latorre, Nuncia Moniello, Jinjing Liu, Derek Taylor, Sophia Myers (UCF Secretary)

Meeting called to order at 9:40am

The committee discussed updating the New Course Proposal, Revised Course Proposal, Revised Program Proposal forms and will present revisions to the UCF Steering Committee.

Meeting adjourned at 10:40am

PRAC minutes
September 8, 2011

Present: Scott Graves, Tricia Lin, Patricia Kahlbaugh, Tom Radice, Cynthia O'Sullivan, Matt Enjalran, Mary Beth Fede, Sue Clerc, Charlie Dellinger-Pate.

Absent: none

Meeting began at 9:45 in ASC 229

Members of the committee introduced themselves.

S. Clerc updated the committee on the status of the first two programs due for review this semester, Marketing and Accounting.

The committee divided primary responsibility for the 17 standards used for reviewing programs:

Standards 1-3: All

Standards 4-6: S. Graves, P. Kahlbaugh

Standards 7-9: C. Dellinger-Pate, T. Radice

Standards 10-11: M. Fede, M. Enjalran

Standard 12: S. Clerc

Standards 13-15: C. O'Sullivan, T. Lin

Standards 16-17: All

After discussion, it was agreed to forward the following questions to the UCF Steering Committee:

Is there any procedure required to change the wording of the Standard column on the Checklist (as opposed to the Supporting Documentation column)?

How can we change the semester-by-semester schedule for departments in the Academic Review Document to reflect the move from a 5 year cycle to a 7 year cycle?

Discussion of external reviewers ensued. S. Clerc will ask the Interim Provost or M. Ben-Avi of Assessment and Research Office about requirements (note: partially answered after meeting) and invite one or both to attend a PRAC meeting.

The majority of the meeting was spent revising the Checklist for standards 10-12 and 14:

Standard 10 revisions:

Standard: A climate of intellectual/professional curiosity and activity among faculty and students.

Supporting Documentation:

Describe ways in which students are involved in research, scholarly and creative projects (e.g. Clubs, organizations, etc.)

Describe faculty activities which foster an intellectual environment involving students (e.g. brown bag lunches, speakers, etc.)

Standard 11 revisions:

Standard: Evidence of research, scholarship, and/or creative accomplishment by students and faculty.

Supporting Documentation:

Provide a summary of recent (5 years) research, scholarship, and/or creative efforts by faculty resulting in paper presentations, publications, exhibitions, etc.

Provide examples of students' theses or special projects

Provide examples of types of student projects completed, particularly indicating those that were published and those that were collaborative efforts of students and faculty (e.g. joint presentations, publications, exhibits, conference attendance/presentations, etc.)

Standard 12 revision:

Supporting documentation:

Results from survey or other measures of student satisfaction with library holdings

Results from survey or narrative description of faculty views of library holdings (both in terms of supporting student works and supporting faculty research)

Include in these electronic resources when applicable.

Standard 14b revision:

Supporting documentation:

Narrative description of process used to obtain information from alumni and employers (include copy of survey instrument or copy of interview questions if face-to-face interviews or focus groups were conducted)

Frequency of follow-up

Summary of results

Describe improvements made to the program based on this information

If this information is not gathered, please explain why the requirement does not apply for the program, or describe a plan for gathering the information.

The committee discussed whether to retain the MySCSU group created last year, communicate through email, or find an alternate method. Large report files sometimes exceed the capacity of either campus mail or individual mailboxes. M. Enjalran volunteered to share information about DropBox.

Meeting adjourned at 10:50.

Respectfully submitted by Susan Clerc

University-Wide Impact Committee
Minutes 9/8/11

Present

P. Beals, JWA. Fullmer, K. Gatzke, E. Keenan, L. Lancor, H. Lockwood, A. Marsoobian, M. McClain, J. Mielczarski, J. Mills, B. Nakamura, W. O'Brien.

Absent

K. Laing, N. Henderson, J. O'Hara, T. Regan, A. Reynaga, M. Shea, D. Weiss, W. Yu

Special Guest: Marty Hartog, UCF Chair

I. Call to Order

The meeting was called to order at 9:39 am.

II. Old Business

On-going UWIC by-laws discussion (Tabled)

III. New Business

- M. Hartog (UCF Chair) discussed the subject of determining an accurate number of UWIC voting members to achieve a precise number needed for a quorum. The number of UWIC voting members was determined to be 15. Eight is needed for a quorum. Hartog also reinforced the need for UWIC to discuss and establish a set criteria for the evaluation of LEP course proposals for the sake of consistency and efficiency.
- The standing committee then reviewed and discussed its procedure for reviewing LEP courses and came to the following conclusions:
 1. A checklist of key elements for Tier 2 courses should be created and posted akin to the checklists provided for Tier 1 creative thinking and tech fluency courses. (LEPC to create)
 2. Sample syllabi, which provide clear illustration of the integration of LEP T2 key elements in the course structure and assessment assignments, should be posted on the LEP webpage. (UWIC chair and secretary to select and forward to LEPC)
 3. Further clarification is needed from the LEPC on what constitutes a primary (non-textbook) expository source in the Intellectual Foundations Component for Tier 2 courses.
 4. To further provide additional consultation for faculty in developing Tier 2 courses, a board of nine coordinators representing the nine key areas of knowledge in the LEP should be formed.
- **LEP Courses Proposals**
ARB 200 (Arabic III, T1, MC)
Motion to approve
Motion passed w/minor revisions: 5-0-3

IV. Adjournment

The meeting adjourned at 10:53 am.

Minutes prepared by Byron Nakamura

Writing Across the Curriculum Committee

Minutes

September 8, 2011

1. Welcome back and welcome to new members
 - a. In attendance: Kim Lacey (chair), Elena Schmidt, Patrick McBriene, Marie B. McDaniel, Sanja Grubacic, Dorothy Vasquez-Levy, Astrid Eich-Krohnm (secretary), Thomas Ferrucci (ex-officio), Steven J. Corbett (ex-officio)
 - b. Karen Burke will participate electronically in the committee this semester
2. Introductions
 - a. All members introduced themselves briefly to the group
3. Update from Chair – Kim Lacey
 - a. No new Writing Program Director as of today, Steven Corbett has expressed interest and has the support of the WAC Committee
 - b. Dr. Nancy Marano, associate professor of education and long-time WACC member died in July. The committee discussed an award in honor of Nancy as part of the WAC Program Writing Contest. Discussed having this award for students from the school of education and second education for submissions of the writing contest. Kim will contact the respective department chairs and relate the idea to them.
4. Update from Writing Center – Thomas Ferrucci
 - a. Statistics for the Academic Year 2010 - 2011
 - i. Total of 782 tutorial students
 - ii. 161 students in class workshops
 - iii. A total of 943 students had contact with the Writing Center
 - iv. Overall 40 departments were represented with 247 individual courses
 - v. W-courses were taught in 26 departments in 68 courses
 - vi. 179 students writing for W-courses (18% of the writers)
5. New Business
 - a. Workshops for Fall 2011
 - i. Brainstorm about topics for WAC workshops for faculty
 - ii. Workshop suggestions: creating assignments, how to develop a W-course etc.
 - b. Revision of Bylaws
 - i. The Bylaws have to be re-evaluated and compared to UCF Bylaw rules. The WAC committee will devote a meeting to it during this semester.
 - c. LEP – considerations related to WAC Program
 - i. We have to further discuss how to transfer W-courses into LEP. Kim will contact Polly Beal, Director of LEP and Deb Weiss Chair of LEPC.
 - ii. Co-investigators Deborah Carroll, Steven Corbett, David Petroski and Kimberly Butun received an assessment grant (\$3000). This is an ongoing project now in its third year to evaluate the outcomes of WAC. The next goal is to publish results.
6. Proposal review
 - a. Ongoing discussion about how to re-evaluate W-courses from faculty who have handed a number of W-courses.
 - b. **Course:** PCH 358 – Health Policy;
Faculty: Ellen Andrews
Decision: Approved w/clarification (7-0-0)
7. Adjournment at 11:00 AM

Respectfully submitted by Astrid Eich-Krohnm

LEPC Minutes 8/31/11
Math Conference Room
3:25-4:45

Attendance: J. Tait (minutes), T. Bennett (visitor), W. Yu (ex-officio), K. Laing (ex-officio), W. Hardenberg (ex-officio), J. DaPonte, M. Hartog, A. Marsoobian, J. Fields, D. Weiss, W. O'Brien, P. Beals (ex-officio), E. Okobi, L. Lancor (visitor), M. Shea (ex-officio).

Meeting chaired by Polly Beals, LEPC Director

Deb Weiss nominated for LEPC chair by A. Marsoobian and seconded by W. O'Brien. Ms. Weiss elected by unanimous vote of all voting members.

Suggestions: Develop by-laws and update LEPC website. Kim Laing volunteered to update website with respect to approved LEPC courses.

Course Equivalency Project:

Brief review: equivalency update at request of Interim Provost Kennedy. Focused on CSU schools and 4 community colleges. Looked at Tech Fluency and all Tier 2 courses. Used current courses only. Checked transfer bank courses and CSU common course number listings.

Tier 3 Form Draft

Form has been prepared and requires input from LEPC and vote.

Critical Thinking Report:

Workshop held summer 2011.

No uniform assessment for CT courses for fall except CT key elements

Copies of student CT essays will be collected

An online instrument could be used if enough faculty would adopt a common text.

Technical Fluency Report:

Course assessment rubric worksheet developed for CSC 200 and shared with faculty offering Tech Fluency courses. Departments will develop their own performance criteria with an eye to using these as a basis for a common rubric.

LEP – TIER 3 COURSE PROPOSAL FORM

UNDERGRADUATE CURRICULUM FORUM

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 1 Competencies: *(Check those that will be utilized at an advanced level: three or more)*

- | | | |
|--|---|--|
| <input type="checkbox"/> Creative Thinking | <input 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 type="checkbox"/> Written Communication |

In the required "Explanation" section, be sure to describe how your course will address at least one of these competencies at an advanced level.

Box C: Tier 2 Areas of Knowledge & Experience: *(Check at least 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 |

In the required "Explanation" section, be sure to describe how your course will address your chosen Area(s) of Knowledge.

Box D: Discussions of Values *(Choose at least 3)*

- | | | |
|--|---|--|
| <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 |

In the required "Explanation" section, be sure to describe how your course will address the required (3 or more) Discussions of Values.

Box E: Explanation

Please attach an explanation of how your course will meet the requirements of a Tier 3 course. See directions for a detailed description of the required components of this "Explanation" section.

DIRECTIONS FOR PREPARING AN LEP TIER 3 COURSE PROPOSAL

The *LEP-Tier 3 Course Proposal Form* must be attached to the UCF new or revised course proposal form.

Tier 3: Connections – Informational Section

A Tier 3 course serves as a capstone experience integrating Competencies, Areas of Knowledge, and Discussions of Values. It addresses the role of values and the relationships among those values in decision-making. Particular focus is on contemporary issues and how values inform one's perspective on these issues. The subject area(s) is drawn from the Areas of Knowledge and Experience that the program has plumbed since Tier 1. Competencies developed throughout the program serve as tools for understanding and expression. Tier 3 courses should be designed to address the highest levels of thinking (analysis, synthesis, and evaluation), allow students to integrate their liberal education learning experiences, and may involve a community service component. See page 44 of the *LEP Document* for two examples of potential capstone themes.

Departments may create a Tier 3 course for their majors, provided that all requirements for a Tier 3 course are addressed.

BOX A: Course and Contact Information

Please completely fill in the subject code, course number, department name, course title, and related contact information. Also indicate if the course you are proposing is currently an "All University Requirement (AUR)" course. Tier 3 courses may be offered as Interdisciplinary Studies (IDS) courses.

BOX B: Tier 1 Competencies

All Tier 1 courses must be completed before a student takes a Tier 3 capstone course. All Tier 3 courses must utilize three or more Tier 1 competencies at an advanced level. Please refer to the *Purpose* and *Key Elements* for the competencies that will be utilized in the proposed course to determine an appropriate level of advancement. For example, if Critical Thinking was chosen as a competency to be utilized at the advanced level, emphasis would be placed on evaluation, analysis and synthesis of arguments rather than on the identification of argument types.

In Box B, be sure to check all of the competencies that will be utilized at an advanced level in this Tier 3 course. In the "Explanation" section (Box E below), be sure to describe how your course will utilize each of the selected competencies at an advanced level.

BOX C: Tier 2 Areas of Knowledge & Experience

Each Tier 3 course serves as a capstone that prepares students for self-realization, life-long learning, and citizenry in the twenty-first century. Please choose the [Area\(s\) of Knowledge and Experience](#) that you are proposing for your course. In the "Explanation" section (Box E below), describe how your course will address your chosen [Area\(s\) of Knowledge & Experience](#). Follow the hyperlinks to get a description of each area of knowledge.

Box D: Competencies & Discussions of Values

In Tier 3 courses, students explore at least three [Discussions of Values](#) as they delve into one or more contemporary issues and integrate their liberal education learning experiences in this capstone course. Please check off at least three Discussions of Values that will be addressed in this course. In the "Explanation" section (Box E below), describe how your course will address each of your chosen Discussions of Values. Follow the appropriate hyperlinks on the form to get a description of each of these values.

Box E: Explanation

In sum, all courses in Tier 3 must:

1. address one or more capacious contemporary issue(s),
2. utilize three or more of the Tier 1 Competencies at an advanced level,
3. draw on at least one Tier 2 *Area of Knowledge and Experience*,
4. engage students in at least 3 of the 6 *Discussions of Values* and any interrelationships, and
5. require a culminating project that encourages students to integrate their liberal education experiences.

Please attach an explanation of how your course will fulfill the requirements listed above.

In addition, we ask that you **clearly** indicate in your course outline (or syllabus) where these components are addressed. We understand that a course might be taught by multiple instructors and that different instructors may choose to address the course requirements in different ways and may possibly reinforce different *Competencies* and incorporate different *Discussions of Values* for their section. If this is the case for this course, please provide one syllabus or course outline in which you demonstrate how all of the above are satisfied for that section of the course.

For Further Information

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