1. Call to Order: 9:38
2. Old Business

A. Finalize motion related to major restrictions:

Following a year of investigation and discussion, the LEPC approved the following motion to address challenges for students related to major restrictions in the LEP. The Registrar’s office has been continuously informed of the options and agrees with the ability to implement these changes but will require time to complete the changes, therefore, it is anticipated that the policy and catalog changes will be implemented for the Fall of 2020. NECHE has provided guidance and indicates that this would be an acceptable adjustment.

Note: the red, strike out is the language being removed from the catalog. All other language currently exists.

Language for the Motions

Policy Change

1) Up to 3 courses (maximum 12 credits) can be shared between the Liberal Education Program and the major.

Catalog Change

1) Within the University Curriculum section of the catalog the following changes to the definition of the “Major” and the “Cognate” are proposed. These are the removal of language highlighted in red with a strike out:

   a) The "Major" is a planned sequence of a minimum of 30 credits in one discipline; various options are available with departmental consent, and electives may be utilized to enhance the basic requirements. Courses used to satisfy the Liberal Education Program may not be used as courses in the major area.

   b) The "Cognate" is a supplement of credits in a related discipline (or disciplines), outside of one’s major or minor, planned with departmental or program advisement. Courses in a cognate, when permitted by the department, may be used to fulfill requirements for a minor and/or the Liberal Education Program.

Motion: Joan Kreiger, Second Helen Marx

Unanimous approval
B. Coordinators of Technology Fluency and Critical Thinking

LEPC has been asked to discuss and understand these roles. The members viewed documents on Teams (under folder LEPC Coordinator positions) about the roles per the LEP Charter and input from the current coordinators. Discussion ensued and a few ideas emerged:
--determine appropriate amount of reassigned time appropriate to support the LEP’s Charter recommendations regarding these coordinator roles;
--discover a policy and procedure for accountability for the work;
--include assessment of these areas within the LEP and ways to encourage participation;
--investigate how critical thinking and technology fluency are ‘stand-alone’ competencies, for example would critical thinking be considered as a ‘skill’ with discrete steps to teach this skill or higher order, metacognitive concept and would technology fluency be considered a ‘skill’ with discrete steps to teach;
--gain consensus from Faculty on expectations for what is to be accomplished in courses for Technology Fluency and Critical Thinking via a survey of faculty;
--invite the current coordinators of both areas to share additional information.

C. New Business

1. The Student Government Association concerns related to the LEP.
   A meeting was held between SGA and UCF and LEPC. The two primary concerns of students included a) challenge for students who change major and restrictions in the LEP and b) inconsistency in requirements for World Language between SCSU and sister schools and between native students and transfer students. As next steps, the LEPC has addressed item (a) via the motion of today’s meeting. For item (b), the Co-Chairs of LEPC will meet with the Chair of the World Language Department to share and discuss these concerns. A note of clarification as a result of today’s discussion, the STAMP is a standardized assessment that is used as a method to possibly waive the WLL requirement. The level three language courses include the taking of STAMP and it appears that this is part of a Lab fee that is part of the course.

2. Review LEPC involvement in the course approval process. A brief discussion resulted in a decision to place this on a future agenda. Some questions that arose: How might the LEPC assist NMC? and Would it be possible for the LEP director be part of the process?

3. Statement for LEP course syllabi: Terri is offering a suggestion of a uniform method of using the syllabus to communicate how a course meets objectives and/or competencies. Discussion will continue with the LEPC collaborating with Terri to develop possible language for this statement.

4. Question arose at UCF regarding the possibility of a Special Topics courses being allowed to be in the LEP, specifically in Tier 3. The language exists in the policy that states this is not a possible. Faculty are referred to this policy.
ADJOURNMENT: 10:55am
Minutes respectfully submitted by Barbara Cook
Faculty Senate/Administration Curricular Task Force on Social Justice and Human Diversity Motion on Designating Courses that Address Social Justice and Human Diversity Issues.

The Curricular Task Force on Social Justice and Human Diversity, which was jointly formed by the SCSU Administration and the Faculty Senate in the Fall of 2018, has been meeting twice monthly during the academic year.

The Task Force was formed, in large part, in response to concerns raised by our students during the Spring 2018 semester. A number of our students have been participating as members of the Task Force.

Our University's Mission statement indicates that Southern is committed to social justice. We are a "social justice university." We observe the month of November as social justice month, "as an important opportunity to further our learning and understanding to challenge injustice, value diversity, and create a climate of inclusion."

Designating Social Justice or Human Diversity courses (SJD), would, on the one hand, highlight our institutional commitment to Social Justice and Human Diversity, and, other hand, would inform our students about specific courses that address these topics.

SJD-designated courses would be those that fall within a broadly framed description of social justice and human diversity issues. Our framework, which is designed to encourage diverse pedagogical approaches, involves the spectrum of "Awareness-Knowledge-Action." The learning outcomes of a SJD course would be expected to address one or more of these three terms, by encouraging an awareness about social justice and human diversity issues, facilitating a deeper knowledge about the issues, and brainstorming actions that could be taken to support of social justice and diversity. Such increased awareness could involve an introduction to diverse cultures, religions, social identities, disabilities, intersectionalities, values, and perspectives. Such increased awareness and knowledge could also involve the study of historical and contemporary examples of oppression including discrimination, marginalization, human rights violations, and genocide. Such studies could also include historical and contemporary inequities related to "race," gender, economic class, economic inequality, and disability. (This is not an exhaustive enumeration of issues and topics.) The awareness and knowledge to be gained would be important in itself, but it would also allow for discussion of possible successful strategies for action (with historical and contemporary examples) for addressing and rectifying such injustices and for celebrating diversity.

The SJD course designation would be implemented in two phases.

--In the first phase, for the first 12-18 months (August 2019 - December 2020), the Faculty member would submit the course syllabus, along with a statement of interest in having the course designated as a SJD course. In the first phase, all those who volunteer for the designation will, in principle, be accepted. The designation would be applied to the instructor and to the section of the course being offered, rather than to the course.
Departments would have the option of designating courses as SJD courses. The SJD topics or issues could be explicit or implicit in the syllabus or pedagogy of the course. New course proposals involving the SJD designation would follow the regular new course approval process.

--In the second phase of implementation of SJD courses (January 2021 - August 2022), faculty whose courses that were designated in the first phase, would submit a formal application, with the syllabus, to receive a permanent SJD designation. The application would indicate how the course content and pedagogy fall under our broadly framed description of social justice and human diversity. New applications for the SJD-designation, in which the topics or issues are already present in the syllabus or pedagogy, would also submit the formal application. Departments would have the option of designating courses as SJD courses, using the formal application process. New course proposals for the SJD designation in the second phase would follow the regular new course approval process.

Due to the potentially large number of applications in the first and second phases of implementation, the Curricular Task Force on Social Justice and Human Diversity would continue as an ad hoc committee that would assist the UCF in processing the applications for SJD designation. Based on our recent survey we anticipate at least 70 - 100 applications in the first phase of implementation.

Nota Bene: SJD designations in the first and second phases would not involve course revisions. Faculty would be requesting the SJD designation for content and inquiries that are already present in the syllabus and pedagogy.

Members of the Curricular Task Force on Social Justice and Human Diversity would mentor colleagues who would like to develop new or revised courses, courses that would go through the standard review/approval process.

Following the initial implementation process of the first and second phases, the permanent approval process would be the responsibility of the Notifications Management Committee. The Curricular Task Force would continue to assist as appropriate.

Respectfully submitted,

David Pettigrew, Chairperson
for the
Faculty Senate Curricular Task Force on Social Justice and Human Diversity.

Laura Bower-Phipps
Siobhan Carter-David
Haroon Chaudhry
Barbara Cook
Shahbaz Farooqui
Rachel Furey
Steven Hoffler
Liz Keenan
Jessica Kenty-Drane
Maria Krol
Cassi Meyerhoffer
Jessica Powell
Muhammed Z. Naeem
Asma Rahimyar
Amal Abdel Raouf
Rachel Schaffer
Meredith Sinclair
Kari Swanson
Stephen M. Tomczak
Tracy Tyree
**REPORT FROM LEP DIRECTOR TERRI BENNETT:**

As students are now registering for Fall 2019, the Registrar’s office and I have been getting questions about the Tier 3 prerequisite.

The programming of this prerequisite was complicated since it involves courses, waivers, and substitutions from Tiers 1 and 2. In addition, new prerequisites apply to all students, regardless of their catalog term. We have discovered some students who meet the prerequisite who have had trouble registering for a Tier 3 course, and the Registrar’s office has identified any programming issues as they have come up and fixed them.

Please continue to email Terri Bennett with any questions about whether a student has completed the prerequisite.
Faculty Senate and SCSU Administration Curricular Task Force on Social Justice and Human Diversity

Recommendations

The Curricular Task Force on Social Justice and Human Diversity, which was jointly formed by the SCSU Administration and the Faculty Senate in the Fall of 2018, has been meeting monthly and has arrived at a series of recommendations.

It is important to note that the Task Force was formed in large part to respond to concerns raised by students during the Spring 2018 semester. A number of students have been participating as members of the Task Force.

In the end, we do hope that some of our recommendations will be implemented, but even if they are not implemented, it is also important that we all engage in this discussion about the scope of the meaning of social justice for our university community.

Our mission statement indicates that Southern is committed to social justice. We are a "social justice university." We observe the month of November as social justice month, "as an important opportunity to further our learning and understanding to challenge injustice, value diversity, and create a climate of inclusion." It is within this context that we make the following recommendations.

DESIGNATING COURSES THAT ADDRESS SOCIAL JUSTICE AND HUMAN DIVERSITY ISSUES

*We recommend that appropriate courses would be designated as Social Justice or Human Diversity courses (SJD). This would, on the one hand, highlight our institutional commitment to Social Justice and Human Diversity, and other hand, would inform our students about specific courses that would address these topics.

SJD courses would be those that fall within a broadly framed description of social justice and human diversity issues. Our framework, which is designed to encourage diverse pedagogical approaches, involves the spectrum of "Awareness-Knowledge-Action." The learning outcomes of a SJD course would be expected to address one or more of these three terms, by encouraging an awareness about social justice and human diversity issues, facilitating a deeper knowledge about the issues, and brainstorming actions that could be taken to support of social justice and diversity. Such increased awareness could involve an introduction to diverse cultures, religions, social identities, disabilities, intersectionalities, values, and perspectives. Such increased awareness and knowledge could also involve the study of historical and contemporary examples of oppression including discrimination, marginalization, human rights violations, and genocide. Such studies could also include historical and contemporary inequities related to "race," gender, economic class, economic inequality, and disability. (This is not an exhaustive enumeration of issues and topics.) The awareness and knowledge to be gained would be important in itself, but it would also allow for discussion of possible successful strategies for action (with historical and
contemporary examples) for addressing and rectifying such injustices and for celebrating diversity.

We recommend that the SJD designation be implemented in two phases.

--In the first phase, for the first 12-18 months (August 2019 - December 2020), the Faculty member would submit the course syllabus, along with a statement of interest in having the course designated as a SJD course. In the first phase, all those who volunteer for the designation will, in principle, be accepted. The designation would be applied to the instructor and to the section of the course being offered, rather than to the course. Departments would have the option of designating courses as SJD courses. The SJD topics or issues could be explicit or implicit in the syllabus or pedagogy of the course. New course proposals involving the SJD designation would follow the regular new course approval process.

--In the second phase of implementation of SJD courses (January 2021 - August 2022), faculty whose courses that were designated in the first phase, would submit a formal application, with the syllabus, to receive a permanent SJD designation. The application would indicate how the course content and pedagogy fall under our broadly framed description of social justice and human diversity. New applications for the SJD-designation, in which the topics or issues are already present in the syllabus or pedagogy, would also submit the formal application. Departments would have the option of designating courses as SJD courses, using the formal application process. New course proposals for the SJD designation in the second phase would follow the regular new course approval process.

Due to the potentially large number of applications in the first and second phases of implementation, the Curricular Task Force on Social Justice and Human Diversity would continue as an ad hoc committee that would assist the UCF in processing the applications for SJD designation. Based on our recent survey we anticipate at least 70 - 100 applications in the first phase of implementation.

Nota Bene: SJD designations in the first and second phases would not involve course revisions. Faculty would be requesting the SJD designation for content and inquiries that are already present in the syllabus and pedagogy.

Members of the Curricular Task Force on Social Justice and Human Diversity would mentor colleagues who would like to develop new or revised courses, courses that would go through the standard review/approval process.

Following the initial implementation process of the first and second phases, the permanent approval process would be the responsibility of the Notifications Management Committee. The Curricular Task Force would continue to assist as appropriate.

MOVING TOWARD A SOCIAL JUSTICE/HUMAN DIVERSITY REQUIREMENT

*We recommend that, as such a time when a sufficient number of courses would be available in our offerings, that our students might be required to take at least one Social
Justice/Human Diversity course. However, we would only recommend this if it did not impede our students’ ability to graduate on time.

SOCIAL JUSTICE and HUMAN DIVERSITY CONVERSATIONS in the FIRST YEAR

*We recommend the inclusion of a social justice and human diversity component in our first-year INQ classes so as to involve our students in a discussion of our values as a social justice university, the leading social justice university in the region, in their first year at SCSU.

SOCIAL JUSTICE and HUMAN DIVERSITY PEDAGOGY WORKSHOPS

*We recommend that social/racial justice pedagogy workshops be offered on campus and that our colleagues be encouraged to attend.

SOCIAL JUSTICE and HUMAN DIVERSITY INTERNSHIPS

*We recommend opportunities for student internships, or experiential learning, for our students as a part of a social justice pedagogy

UNIVERSITY-WIDE SOCIAL JUSTICE and HUMAN DIVERSITY FORUMS

*We recommend university-wide events/discussions each year addressing social justice and human diversity issues that would encourage our colleagues to think about ways to include social justice and human diversity issues in their classes.

A COMMITMENT TO HIRING A DIVERSE FACULTY COMMITED TO SOCIAL JUSTICE AND HUMAN DIVERSITY

*We recommend recruiting new Faculty who would increase the diversity of our University Faculty, Faculty who would contribute to our course offerings in social justice and human diversity

SUPPORT FOR FACULTY CURRICULAR INITIATIVES AND UNIVERSITY-WIDE EVENTS ADDRESSING ISSUES IN SOCIAL JUSTICE AND HUMAN DIVERSITY

*We recommend that the Faculty Development Office prioritize funding support for Faculty interested in developing courses that address topics in the areas of Social Justice and Human Diversity with Faculty Development and Curriculum Grants.

Faculty Senate/Administration Curricular Task Force on Social Justice and Human Diversity Academic Year 2018-2019

Chairperson: David Pettigrew
Laura Bower-Phipps
Siobhan Carter-David
Haroon Chaudhry
Barbara Cook
Shahbaz Farooqui
Rachel Furey
Steven Hoffler
Liz Keenan
Jessica Kenty-Drane
Maria Krol
Cassi Meyerhoffer
Jessica Powell
Muhammed Z. Naeem
Asma Rahimyar
Amal Abdel Raouf
Rachel Schaffer
Meredith Sinclair
Kari Swanson
Stephen M. Tomczak
Tracy Tyree