I. Call to order

II. Announcements

III. Approval of UCF Minutes of December 10, 2015

IV. Standing Committee Reports
   a. NMC – Notifications Management Committee
   b. LEPAC – LEP Approval Committee (ad hoc committee)
   c. WACC – Writing Across the Curriculum Committee
   d. UWIC – University Wide Impact Committee
   e. PRAC – Program Review and Assessment Committee
   f. LEPC – Liberal Education Program Committee

V. TAP-FIRC – TAP Faculty Implementation Review Committee

VI. Special Topics Courses
   a. IDS 398 IDS Internship
   b. SCE 498 Teaching Science Seminar

VII. Old Business
   a. W Director and Program proposal

VIII. New Business
   a. Spring semester agenda

Adjournment
I. Call to order

Called to order at 9:38 a.m. A quorum (50% + 1) was reached at 9:38 a.m.

II. Announcements

a. Tricia Lin wishing colleagues Happy Hanukkah and Human Rights Day
b. Mike Shea encouraged everyone to read e-mails about contract negotiations and encourage colleagues to stay informed as well (email updates point out what is going well and what is still going poorly in talks).
c. DRC needs exams 48 hours in advance in order to properly accommodate students
d. Sean Grace reported that he contacted his state representatives and senators regarding contract negotiations, noting how positive the experience was and that they called back directly to speak to him. He encouraged all of us to contact our reps.
e. Feedback from rally at the Capitol: the number of students from Central was great, need more students from SCSU - it was fun and useful and could be incorporated into civic engagement from LEP
f. Liz Keenan – reminder that the spring UCF meetings begin with standing committees on Jan. 21st (standing committee meetings) for UCF and full UCF meeting is on Jan. 28th.
g. Announcement from Ilene Crawford (see attachment – re: Writing Director Position). Recommendation from Deb Weiss feels that UCF should go back to Provost and Ilene Crawford as this posting is not what came forth from UCF. Liz will discuss with Provost at next meeting and report back to UCF.
h. January 15th – two workshops on day of Forum talking about critical writing pedagogy.
III. Approval of UCF minutes of November 19, 2015

A. Minutes approved
   Correction: Greg Robbins present

IV. Standing Committee Reports

A. NMC – Notifications Management Committee

1. Motion to approve Revised Course Proposals
   - HON 270 – Science and Technology: Triumph or Tragedy
   - EXS 302 – Athletic Training Clinical Practice III – Orthopedic Clinical Evaluation
   - EXS 303 – Athletic Training Clinical Practice IV – General Medicine
   - EXS 402 – Athletic Training Clinical Practice V – Treatment and Rehabilitation
   - MDS 380 – Hidden Agendas in the Media
   - ART 241 – Sculpture: modeling and casting
   - ANT 322 – Forensic Anthropology

   Motion approved unanimously

2. Motion to Approve New Course Proposals
   - HON 100 – First-Year Leadership Colloquium
   - HON 102 – First-Year Research Colloquium
   - HON 200 – Conceptions of Self and Identity Seminar
   - HON 201 – Conceptions of Self and Identify Plenary Session
   - HON 202 – Conceptions of Community and Context Seminar
   - HON 203 – Conceptions of Community and Context Plenary Session
   - HON 300 – Introduction to Service Learning
   - HON 460 – Community-Engaged Research I
   - HON 461 – Community-Engaged Research II
   - HON 488 – Place as Text

   Motion approved; one opposed

3. Motion to Approve Departmental Minor Revision Proposals
   - Recreation & Leisure_Conc_Child Life Specialist

   Motion approved unanimously

4. Motion to Approve Revised Program Proposals
   - Honors College_CONC_Level 1: Honors Foundations
   - BS Early Childhood_CONC_Early Childhood
BS Elementary/Bi-Lingual
BS Elementary
BS Elementary/Special Education Collaborative
BS Public Health
BS Mathematics

Motion approved unanimously

Minutes of December 3, 2015 were received

B. LEPAC – LEP Approval Committee

Motion to approve LEP Courses

GEO 330 – Regional Geography of Europe (T3)
PCH 353 – Global Health (T3)
MGT 460 – International Business (T3)
WLL 403 - Second Language Acquisition (T3)
EGR 471 – Capstone Experience in Engineering (T3)
NUR 443 – Nursing Capstone (T3)
ANT 390 Ethics in Anthropology (T3)

Motion approved unanimously

Minutes of December 3, 2015 were received

C. UWIC – University Wide Impact Committee

Motion to approve New Minor Proposal

New Minor Proposal: Honors Minor in Transdisciplinary Concepts and Perspectives

Motion approved unanimously

Discussion on MDC proposals continues and will be brought to UCF at a later point.

Minutes of December 3, 2015 were received

D. PRAC – Program Review and Assessment Committee

No meeting held. Next meeting December 11, 2015.
Report:
Currently reviewing Honor’s program – self assessment
Philosophy review continues
E. WACC – Writing Across the Curriculum Committee

Motion to Approve new W course proposals

COM 258: Cinematic Technique, Peterson
RSP 440: Evidence-based Practice in Respiratory Care

Motion approved unanimously

Minutes of December 3, 2015 were received

F. LEPC – Liberal Education Program Committee

Discussion: The committee discussed some guiding principles for LEP credit reduction. Some overarching ideas include the need to look at data, compile suggestions from departments and advisors, and keep TAP requirements in mind.

Meeting on January 15, 2016 to discuss proposals from various departments and committee members. Encourage departments to submit memos.

Minutes from December 3, 2015 were received

V. TAP Faculty Implementation Review Committee
The most current versions of the Pathways can be found at: http://www.ct.edu/initiatives/tap#pathways. Advantage to the current website versus posting on SCSU website is the timeliness of any updates.

TAP report: Nothing to report at this time

VI. Special Topics Courses

a. SOC 398 Comparative Criminal Justice Systems
b. SOC 398 Sexuality and Social Control
c. SCE 498 Teaching Science Seminar
d. SED 498 Global Studies in Special Education

UCF Chair has logged these courses

VII. Old Business

A. No old business to report
VIII. New Business

a. LEP Assessment Report – presented by Michael Ben-Avie
   (see attached report)
   SCSU – part of multistate collaborative looking at how we want to and not want to be measured.

   Discussion from UCF:
   Need a specific report on transfer students.
   Concern that 18% of students fall off the radar.
   No real data on LEP yet.
   Caution about interpretations of LEP for a couple of more years (important question: who is the first cohort of the new LEP?)
   Concern about the accuracy of the interpretation of LEP data (who is being measured and compared to whom?)

III. Adjournment

The meeting was adjourned at 10:48 a.m.

Respectfully Submitted:

Cheryl Resha
Appendix A

To: Liz Keenan, UCF chair; Debby Carroll and Karen Burke, WAC program co-Directors

From: Ilene Crawford, AVP for Academic Affairs

Date: December 9, 2015

Re: status of Writing Center director position

I am writing to update the UCF on progress made toward appointing a Director of the Writing Center. As co-chair of the NEASC Interim Report Committee, I need to be in Boston at the NEASC Annual Meeting and Conference on December 10th, so am I unable to join you at UCF to provide this update in person.

On October 8th, the following motion was made by the UCF Steering Committee:

1. UCF supports the request from the Interim Writing Across the Curriculum Co-Directors and the Composition Coordinator to hire a full-time tenure track faculty member as a Writing Program Co-Director.

The motion was approved with one opposed and no abstentions.

Discussion, as noted in the UCF’s meeting minutes was as follows:

“Need to have a writing center director to work with Composition Coordinator to achieve goals of Writing Program. Responsibilities would include: training students, curricular support, 200R level instructor training, oversight of peer tutors (a real class teaching students how to tutor students in reading and writing), and consultant at 300 and 400 level R courses with departments. Position placed in Academic Affairs and not in Student Affairs. Questions from members included discussion if tenure-track position was appropriate if this person would not be doing a lot of classroom teaching; however, similar positions count the job description as primary workload that is evaluated for Category I, and the tutoring course would also be classroom teaching.”

I have been working throughout the semester to secure resources and gain approval for an existing faculty member to serve as Director of the Writing Center. On November 23rd, I was able to announce an opening for a Director of the Writing Center to the faculty.

The language in the announcement was intentionally neutral in one important respect: UCF has yet to make a decision about the proposal to shift from the current Writing Across the Curriculum program (WAC) to a Writing in the Disciplines (WID) program; therefore, in the announcement I described the Director’s role as working “in partnership with the First-Year Composition Program Coordinator to provide vision and leadership in developing, coordinating, and implementing a University Writing Program that demonstrably increases student competence in written communication” without describing that program as the existing WAC or a new WID model.

For the same reason, the Director’s specific responsibilities in the announcement focus on the operation of the writing center, teaching peer tutoring courses, working with departments to design disciplinary-specific writing pedagogies, and assessment. The current WAC directors’ duties and resources, specific to administering the current W course program are not mentioned. Their term expires at the end of the spring
2016 semester. Their reassigned time and budget will be shifted to support the Writing Center Director. When the UCF makes its decision to either retain the WAC model or shift to a WID model, I intend to work with the appointed Writing Center Director, UCF chair Liz Keenan, and the outgoing Writing Across the Curriculum co-Directors Debby Carroll and Karen Burke to clarify the incoming Writing Center Director’s duties and resources in this regard.

This is an imperfect solution to a critical need. This is not a new tenure-track position. The faculty member moving into this new position will create a vacancy in their department of origin. Office space in the Writing Center itself will be hard to come by until Student Affairs completes the build-out of the 3rd floor. Resources will be hard to come by until our outgoing WAC directors finish their terms. However, this will be an Academic Affairs position held by a full-time tenure-track faculty member. They will offer a tutor training course in the spring so trained peer tutors begin working with students again. They will be able to participate in the UCF discussion about the direction the University Writing Program should take. Student Affairs will be a partner with Academic Affairs, providing space for the Director and our students to receive tutoring support for their writing.

I believe the pressing need for a Writing Center Director makes this course of action preferable to going another semester without a Director or a Writing Center. I have received materials from qualified applicants and I am in the process of making an appointment. I will work with the appointed faculty member’s chair to provide coverage for their spring schedule. The affected department will be able to request a temporary emergency full-time appointment for the following academic year and may request a permanent replacement hire following that. I thank all UCF members for their strong advocacy for a Writing Center Director located in Academic Affairs and I thank Student Affairs for their support and partnership. I especially thank Debby Carroll and Karen Burke for their dedicated service as our WAC co-Directors. Our students have benefitted from their work--and will continue to do so for one more semester as they pass the baton.
Notifications Management Committee
December 17, 2015
MINUTES

Present: Corey Hannah (Co-Chair); Meredith Sinclair (Co-Chair); Braxton Carrigan, Rich Glinka, Sean Grace, Md Shafaeat Hossain, Mehdi Houssain, Mike Knell, Sophia Myers (UCF secretary)

Absent: Jessica Powell, Jen Ruggiero, Jeff Dickens, Russell Engel, Jeremy Chandler,

Call to Order: 9:35am

Revised Course Proposals

BIO 220 – Genetics
   Motion to approve: (R. Glinka, 2nd C. Hannah)
   Vote: 7-0-0

PCH 440 – Food Hygiene
PCH 441 – Water Supply and Waste Water Management
   Motion to approve: (M. Knell, 2nd S. Grace)
   Vote: 7-0-0

PSY 210 – Infant and Child Development
   Motion to approve: (S. Grace, 2nd Mehdi Hossain)
   Vote: 7-0-0

PSY 259 – Statistics in Psychology
   Motion to approve: (S. Grace, 2nd R. Glinka)
   Vote: 7-0-0

PSY 215 - Adolescent Development
   Motion to approve: (C. Hannah, 2nd S. Grace)
   Vote: 7-0-0

PSY 219 – Lifespan Development
   Motion to approve: (S. Grace, 2nd C. Hannah)
   Vote: 7-0-0

PSY 300 – The Psychology Major: Curriculum and Careers
   Motion to approve pending clarification: (S. Grace, 2nd Md. Hossain)
   Vote: 7-0-0

EXS 283 – Clinical Anatomy & Kinesiology
   Motion to approve: (S. Grace, 2nd M. Knell)
   Vote: 7-0-0
EXS 328 – Orthopedic Appliances and Advanced Taping
   Motion to approve: (M. Sinclair, 2nd M. Knell)
   Vote: 7-0-0

EXS 403 – Athletic Training Clinical Practice VI – Capstone in Athletic Training
   Motion to approve: (S. Grace, 2nd Mehdi Hossain)
   Vote: 7-0-0

New Course Proposals

BIO 325 – Immunology and Infection
   Motion to approve: (B. Carrigan, 2nd M. Knell)
   Vote: 7-0-1

BIO 393 – Introduction to Bioinformatics
   Motion to approve: (C. Hannah, 2nd Mehdi Hossain)
   Vote: 7-0-1

BIO 491 – Seminar in Biotechnology
   Motion to approve: (C. Hannah, 2nd B. Carrigan)
   Vote: 7-0-1

ECO 270 – Applied Business Statistics
   Motion to TABLE

Departmental Minor Revision Proposal

General PSY_Minor
   Motion to approve: (S. Grace, 2nd M. Sinclair)
   Vote: 7-0-1

Revised Program Proposals

BS Physics; Concentration – General
BS Physics; Concentration – Engineering
BA Physics
   Motion to approve: (S. Grace, 2nd C. Hannah)
   Vote: 7-0-0

BS Physics; Concentration 7-12
   Motion to TABLE

BS Psychology
   Motion to approve: (S. Grace, 2nd Md. Hossain)
   Vote: 7-0-0
BA Psychology; Concentration – Mental Health
   Motion to approve: (S. Grace, 2nd Mehdi Hossain)
   Vote: 7-0-0
BA Psychology; Concentration – General
   Motion to approve: (S. Grace, 2nd C. Hannah)
   Vote: 7-0-0

BA French
   Motion to approve: (S. Grace, 2nd C. Hannah
   Vote: 8-0-0

Expedited Proposal for Minor Changes

EPP BS Biology #1
   *BIO 102
EPP BS Biology #2
   *BIO 103
   Motion to approve: (B. Carrigan, 2nd Mehdi Hossain)
   Vote: 7-0-1

I. Adjournment

** Classified as LEP courses
Notifications Management Committee  
January 21, 2016  
MINUTES

Present: Corey Hannah (Co-Chair), Meredith Sinclair (Co-Chair), Braxton Carrigan, Jeremy Chandler, Rich Glinka, Sean Grace, Jeff Dickens, Russell Engel, Mike Knell, Jessica Powell, Jen Ruggiero, Carol Stewart, Sophia Myers (UCF secretary)

Absent: Md Shafaeat Hossain, Mehdi Houssain

Call to Order: 9:35am

Revised Program Proposal

BS Biology_CONC_7-12  
Motion to approve: (B. Carrigan, 2nd J. Ruggiero)  
Vote: 11-0-0

BS Physics_CONC_Cert. 7-12  
Motion to approve: (B. Carrigan, 2nd R. Engel)  
Vote: 11-0-0

Revised Courses

ENG 494: Student Teaching - English  
Motion to approve: (J. Ruggiero, 2nd B. Carrigan)  
Vote: 11-0-0

SOC 370: Methods of Social Research  
Motion to approve: (J. Chandler, 2nd M. Knell)  
Vote: 11-0-0

SOC 380: Foundations of Social Theory  
Motion to approve pending Prerequisite: (C. Hannah, 2nd R. Engel)  
Vote: 11-0-0

New Courses

ECO 270: Applied Business Statistics  
Motion to TABLE

II. Adjournment

** Classified as LEP courses
Appendix
January 26, 2016 Electronic Meeting
MINUTES

Present: Corey Hannah (Co-Chair), Meredith Sinclair (Co-Chair), Braxton Carrigan, Jeremy Chandler, Jeff Dickens, Russell Engel, Rich Glinka, Sean Grace, Md Shafaeat Hossain, Mike Knell, Jessica Powell, Jen Ruggiero, Carol Stewart, Sophia Myers (UCF secretary)

Absent: Mehdi Houssain

Revised Program Proposal

BA Biology
Motion to approve: (C. Hannah, 2nd M. Sinclair)
Vote: 11-0-1

BS Biology
Motion to approve: (C. Hannah, 2nd M. Sinclair)
Vote: 11-0-1

BS Biology_CONC_7-12 Certification
Motion to approve: (C. Hannah, 2nd M. Sinclair)
Vote: 11-0-1

BA Italian
Motion to approve: (C. Hannah, 2nd M. Sinclair)
Vote: 11-0-1

BS English_CONC_Secondary Education
Motion to approve: (C. Hannah, 2nd M. Sinclair)
Vote: 11-0-1

BA English_CONC_Literature
Motion to approve: (C. Hannah, 2nd M. Sinclair)
Vote: 11-0-1

BA Biology
Motion to approve: (C. Hannah, 2nd M. Sinclair)
Vote: 11-0-1

BS Biology
Motion to approve: (C. Hannah, 2nd M. Sinclair)
Vote: 11-0-1

BS Biology_CONC_7-12 Certification
Motion to approve: (C. Hannah, 2nd M. Sinclair)
Vote: 11-0-1
BS/BA Sociology
- Motion to approve: (C. Hannah, 2nd M. Sinclair)
- Vote: 11-0-1

BS Earth Science_CONC_Teaching Cert. 7-12
- Motion to approve: (C. Hannah, 2nd M. Sinclair)
- Vote: 11-0-1

Adjournment
Meeting Agenda
Liberal Education Program Approval Committee (LEPAC)
Co-chairs – Cindy Simoneau, JRN and Deborah Weiss, CMD

Thursday, Jan. 21, 2016 – 9:35 – 10:50 a.m.
ASC 201

Present: Deb Weiss, Cindy Simoneau, Mary Jo Archambault, David Chevan, Christine Dombrowski, Marty Hartog, Kim Laing

A. Call to Order – 9:35 am

B. Announcements - none

C. Approval of Minutes – 12/3 meeting approved by e-mail vote

E. Unfinished Business

Approved

• PHY471, Capstone Experience in Physics (RCP) (T3)
  - Clarification of Discussion of Values provided: the requirement will be fulfilled by discussions between faculty and students on an ongoing basis and in student group discussions periodically throughout the semester with end-of-semester presentations to group. This information was provided by Karen Cummings and Matthew Enjalran who were in attendance for the beginning of the meeting.

  VOTE: Approve 6-0-0

Approved with Clarification (approved 1/26/16)

• CSC 400, Computer Science Project Seminar (RCP) (T3)
  - Pre-Req: C or better in only CSC212 or all further 9 credits in CSC as well “C or better in CSC including CSC212? Clarification received on 1/26/16 to reword as follows: ‘C’ or better in CSC 212; plus 9 additional credits in CSC.

  VOTE: Approve with Clarification 6-0-0

G. New Business

Approved

• JST 303, The Israeli Short Story (New Course) (T3)
  VOTE: Approve 6-0-0

• MDS 320, Propaganda in Media (Existing Course-no revision) (T3)
  VOTE: Approve 6-0-0
• GEO 311, Geography of the United States and Canada (Existing Course-no revision) (T3)
  VOTE: Approve 6-0-0

Approved with Clarification

• THR 415, Dramatic Criticism (RCP) (T3)
  - Pre-Requisites: “Tier 1” - what does this signify?
  - Course Number “0” in revision should be change to actual course “415”
  VOTE: Approve with Clarification 6-0-0
  clarification and correction received on 1/26/16

• ENG 318, Writing for the Web (New Course) (T3); (approved 1/25/16)
  - Clarification: Overall Course Content % adds up to over 100%; clarification and correction received on 1/25/16
  VOTE: Approve 6-0-0

• REC 381, Leisure in Contemporary Society (RCP) (T3)
  - Grading Scale overlaps for “A” and “B” ranges
  - Catalog Description clarification: “a human ...” (what?)
  - Clarification received on 1/26/16 with revised course description and revised grading scale
  VOTE: Approve 6-0-0

Approved Pending Notification (approved 1/22/16)

• ENG 496, Student Teaching Seminar-English (RCP) (T3)
  - Notify School of Education;
  - Proof of notification received on 1/22/16
  VOTE: Approve Pending Notification 6-0-0

H. Discussion: LEP document revision
Next meeting we will be reviewing our document revisions for Tier 1 and Tier 2 forms. Deb Weiss to send out the current versions to LEPAC members via email before next committee meeting.

I. ADJOURNMENT – 10:45

Respectfully submitted by Christine Dombrowski, Secretary
Southern Connecticut State University
Writing Across the Curriculum Committee
Meeting Minutes
January 21, 2016

WACC held an e-meeting this week. There were three proposals for review.

Members voting: Deb Flynn (Chair), Maria Diamantis, Sanja Grubacic, Mary Kiarie, Marie McDaniel, Claire Novosad

Elena Schmitt is on sabbatical leave.

I. W course Proposals:

a. ENG 240 How to Write About Anything, Lamont
   i. Approve 6-0-0

b. SED 375 Classroom management, Terpstra
   i. Approve 6-0-0

c. SED 449: School-based practicum, Terpstra
   i. Approve 6-0-0

Respectfully Submitted to UCF,
Deborah Flynn (Chair of WACC)

UWIC December 17, 2015


I. Call to order ~10:15 when quorum reached

II. New Business:

A) Biotechnology Major: Motion to approve passed 10-0

B) Psychological Sciences Minor: Motion to approve passed 10-0

C) BS/MS Athletic Training program: Motion to revise and resubmit passed 11-0
   Requested revisions:
1. Notifications are needed, particularly to PCH
   Related: some course names and numbers are outdated, and some listed are not regularly offered

2. We would like to see a more structured credit count, dividing not only grad and undergrad, but also being clear on required, electives, LEP embedded... (see Biotech example)
   Related: currently, there are irregularities with the courses listed throughout the document, with some appearing in one place but not others. Please standardize this.

3. Please check spelling throughout. Also, consider replacing the “clientele” language currently used to describe potential students

   III. Meeting adjourned ~10:40, with thanks to Klay for his service as chair/co-chair!

   Minutes submitted by K. Stiver
In attendance: S Bernard (co-chair), K. Stiver (co-chair), M. Barboza, A. Brown, M. Enjalran, D. Fairchild, H. Harper, R. Ranucci, P. Starvaggi, V. Williams,

I. Call to order ~9:50 when quorum reached

II. Note of motions from the December 17th meeting:

   D) Biotechnology Major: Motion to approve passed 10-0

   E) Psychological Sciences Minor: Motion to approve passed 10-0

III. Old Business:

   A) BS/MS Athletic Training program: Motion to approve (conducted electronically following requested clarifications), passed 15-0.

      Initially requested clarification of PCH notification (received), that this was a replacement for the existing BS (yes, due to accrediting body changes) and whether it is possible for students who require pre-reqs to LEP requirements to finish in the 4 year/120 credits for the BS (yes, and this will be addressed through advising).

III. Meeting adjourned ~10:40

Minutes submitted by K. Stiver
PRAC Meeting Minutes  
December 11, 2015

Present: C. Dellinger-Pate, J. Gleason, T. Lin, R. Silady, L. Vitale (chair), J. Webb, R. Zipoli  
Absent: M. Bay, C. Calin, M. Fede, K. Gorniak

PRAC convened electronically at 11:03am (chat feature on BlueJeans)

The Philosophy Program is to be praised for its many strengths, which include strong faculty with internationally renowned research. The PRAC minutes from November 12, 2015 are reiterated here:
- the department’s mission and faculty demographics were specific and clear
- faculty are heavily engaged in research
- students are presenting their research at international conferences
- goals for student learning clearly expressed, and 5 measurable outcomes made explicit
- two important initiatives are housed in the department: RCCS/RC-VEST and the journal *Metaphilosophy*
- students receive individualized attention, and are nurtured in their pursuit of Philosophy

In particular, PRAC would like to commend the department’s attempt at assessment of major student performance. Philosophy implemented a direct assessment of their majors by using a “History Inventory” survey. Upon reflection, the Philosophy program concluded such a survey was an inadequate tool to measure their defined student goals, and revisited an assessment without the survey’s limitations.

The self-study proposed a new way of direct assessment, the course-embedded model. In this model, students’ growth will be measured by the “typical philosophy essay” in a fashion that will preserve student anonymity. According to this plan, Philosophy majors will provide the Scholarships and Awards committee with their best essay. A selection of these essays will undergo anonymous assessment by all faculty members.

However, through discussions with department members, it became apparent to PRAC that the department does not yet have consensus on how to best assess student learning. PRAC is concerned with the lack of standard tools used for direct measurement. Furthermore, assessment of the Religious Studies minor was not included in the report in a sufficient manner. In light of these reasons, and after careful deliberation, PRAC recommends **conditional approval** of the Philosophy Program with the understanding that the program will be granted continual approval after the following items have been sufficiently addressed:
1) a clear plan of which direct measures the program will implement; when/in which classes they will be implemented; and how data will be gathered and stored. The committee recognizes that direct assessment may come in different forms, and it also recognizes that faculty are masters of their own field. It is the choice of the Philosophy department to decide what tools for direct assessment they will use. Examples include, but are not limited to: rubrics to measure the 5 identified DEOs; a simple “objectives met/not met” for the goals; test grades; individual papers and presentation grades (usually scored with a rubric). PRAC members are happy to help and discuss other possible assessment alternatives.

2) the development of objectives for the minor of Religious Studies, and how its program is/will be assessed.

PRAC also suggests that the development of a curriculum map, though not required, would serve the department well for future program assessment.

The Philosophy Department is responsible for a 1-2 page explanation providing solutions to the above two items. This report is due to the PRAC chair of AY 2016-17 by October 4, 2016.

Again, the committee appreciates Philosophy's unique concerns, and recognizes the faculty's hard work, passion, and substantial accomplishments. We urge our university administrators to support the department, in accordance with the external reviewer’s recommendations, in the following ways: restore greater support to Metaphilosophy and the RCCS; provide administrative support for assessment initiatives and service-learning initiatives; support curricular and research initiatives of the faculty in the form of research re-assigned time, course load reductions and other releases. A new tenure-track position for a specialist in race and gender would be highly beneficial for the department and university.

(VOTES: continuing: 1; conditional: 8; abstention: 2)

Meeting adjourned at 12:01pm

Revised 1/21/2016
Present: M. Bay, C. Calin, C. Dellinger-Pate, M. Fede, K. Gorniak, T. Lin, L. Vitale (chair), J. Webb, R. Zipoli

Absent: J. Gleason, R. Silady

PRAC convened at 9:36am

PRAC discussed and unanimously agreed to hold PHI responsible for only two conditions for continual approval (a plan for direct assessment; objectives and assessment of Religious Studies minor). The third condition, assessment of LEP critical thinking courses, was withdrawn. This is reflected in the revised minutes if 12/11/15.

Discussion ensued about the Honors College. HON is undergoing a complete transformation, encouraged and supported by administration.

Dr. Terese Gemme, director of the Honors College, joined the meeting at 10:18am

One committee member remarked on the smooth transition in the narrative: the report speaks nicely about whence the program comes to where it is going. The committee would like to commend Dr. Gemme for her dedication and hard work in compiling the PRAC report concurrently with the new program.

Due to the current transition, some assessment of the old program is lacking; however, since HON will implement its new curriculum, no more assessment information about the old program is required by PRAC.

It was noted that the new Honors College wants to increase its acceptance rate (8-12% nation-wide; SCSU is 3%). HON students’ retention rate (76-96%) is much higher than the overall student population, so it makes sense to want to increase and encourage these types of students. A few observations: a resource conflict between growing the program and not having sufficient staff and resources to implement and the ambitious increase of students is apparent; and a question of whether the SCSU community will benefit at large from such an investment was posed. The new program includes an emphasis on leadership and community, so it is likely the campus will derive benefits from the growth of the new program. More resources in terms of support staff (assistant, secretary), as well as more release time for the director (if not a full-time position) is called for.

The new program’s learning outcomes are well articulated in the report (p. 22). The next step for the task force/advisory board, and one that PRAC strongly encourages, is to develop a form of direct assessment of these outcomes, and then implement it. This may take the form of rubrics, individual assignment grades, or even an “objective met: yes/no.” PRAC will look for this assessment in the next review, and how this data informs curricular changes.
PRAC joins the external reviewer in exhorting the administration to find a way to support the new revised Honors College Program by providing:

- a minimum of 9 credits release time to the director;
- a full-time secretary;
- as well as an assistant to the director.

The committee underscores that team teaching is valuable, and should be preserved in an interdisciplinary program such as HON.

PRAC will vote on continuing/conditional approval for HON at its next meeting on Thursday, February 4.

Meetingadjourned at 10:51am
Liberal Education Program Committee Meeting

Thursday, January 21, 2016

9:35 – 10:50 – ASC 308

Minutes

Present: Elliott Horch, Liz Keenan, Bill Rowe, Resha Cardone, Karen Burke, Wendy Hardenberg (recording), Polly Beals (chair), David Pettigrew, Mike Shea, Jim Tait, Nicole Henderson

Call to order: 9:38 a.m.

Announcements

- Recommendations for Beena Achopal's (Education) sabbatical replacement on LEPC. Asked Liz Keenan to contact SOE for nominations before the Jan 26 UCF Steering Committee. The SC will choose someone and LEPC will approve at our next meeting Jan 29. Note: By-laws stipulate LEPC’s ability to recommend replacement(s) for SC appointment.

Old Business: LEP credit reduction

Debriefed on Jan. 15 retreat to work on UCF charge to generate some options for LEP credit reduction of 3-6 credits. That retreat

a. identified options at the retreat meeting,
b. elaborated pros and cons for each

c. ultimately we should put together several possible packages of credit reductions and other efficiencies

d. generated a list of resources needed; included class sizes

The committee will aim for the Feb 11 UCF meeting to bring several options for LEP credit reduction, per its charge. Meantime, we will work on including how all the options impact various constituencies, especially students, faculty/depts./majors, and administration.

More topics from the retreat and Jan 21 meeting:

Is our goal to offer options to reduce total required credits for our students? Or is it to reduce credits required in the LEP? Agreed that the latter is our charge from UCF. Some options might have the ability to do both.

Think about how to combine credit reduction options into some packages.
Think about how to include transfer students.

So far, a large number of departments and many individuals offered opinions. Will continue to solicit in and present results of LEPC meetings for consultation.

Scheduled extra LEPC on Friday, January 29, 1-4 and Tuesday, February 2, 9:35-10:50 in ASC 308.

Adjournment: 10:54 a.m.
67% agreed that, "In almost all of my courses, some key concepts are interesting enough to remember long-term."

90% agreed that, "In my courses, I am expected to work hard."

74% agreed that, "My INQ/Honors professor helps me with both my academic and non-academic needs."

92% agreed that, "I have at least one friend at Southern."

9% agreed that, "I have felt discriminated against by other students."

72% agreed that, "Since I started college, I have gained confidence in my ability to defend my position on an issue."

85% agreed that, "Compared to the start of the semester, I now have a clearer sense of what I need to do in order to succeed academically."

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Number of hours spent in a typical DAY during the week (not weekend) working for pay off-campus.

- 59%: 0 hours
- 2%: 1 hour
- 3%: 2 hours
- 4%: 3 hours
- 5%: 4 hours
- 5%: 5 hours
- 23%: 6+ hours
40% agreed that, "A large part of my success at SCSU will depend on whether or not the rest of my life (e.g., work, family, friends) will allow me to dedicate enough time to my studies."

25% agreed that, "It's hard for me to remember what I read for class."

21% agreed that, "In hindsight, I was not prepared for academic work here."

26% agreed that, "I am hesitant to approach my professors if I do not understand something related to class."

28% agreed that, "I often play catch-up in my classes."

10% agreed that, "I fear that if I ask for help, my professor will think less of me."

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**Barriers to Academic Success**

![Bar chart showing barriers to academic success](chart.png)

- **Reading course-related materials:**
  - 2014: 2.48
  - 2015: 2.51*

- **Attentiveness to academic tasks:**
  - 2014: 2.55
  - 2015: 2.47

- **Organizing thoughts in writing:**
  - 2014: 2.58
  - 2015: 2.48

- **Really comprehending course-related materials:**
  - 2014: 2.72
  - 2015: 2.59*

- **Math and/or anything with numbers:**
  - 2014: 2.65
  - 2015: 2.71

- **Managing all my assignments:**
  - 2014: 2.96
  - 2015: 2.90

* Denotes significance at p < .05 level
The First-Year Experience (FYE) Survey
Results of Responses to Core FYE Items From 2007 to 2015

Higher Mean Scores on the Following Items Are More Desirable. Asterisks Represent Significant Differences From Previous Years

My confidence in my academic skills and abilities has increased this semester.

I am gaining the knowledge to understand the research process and to use the resources available to me.

I expect that I will graduate from Southern.

If I have some type of crisis, I know that there is a faculty or staff member at this university who will help me.

In my classes, I am being taught what to do if I am not thriving academically.
The First-Year Experience (FYE) Survey
Results of Responses to Core FYE Items From 2007 to 2015

Lower Mean Scores on the Following Items Are More Desirable. Asterisks Represent Significant Differences From Previous Years

[Fewer students agreed that] I am still hesitant to approach my professors if I do not understand something related to class.

[More students agreed that] I find it hard to prioritize my time.

[Fewer students agreed that] At the end of a class period, after I close my notebook, I don't think about the material until I have to.

[Fewer students agree that] I tend to be on campus only when I have class.

[More students agreed that] Financial concerns keep me from fully enjoying my college experience.