PRAC minutes for 2/28/2013

Present: M. Bay, S.Clerc (chair), R. Silady, K. Gorniak, C. Dellinger-Pate, M. Davidson, J. Webb, T. Radice, M. Fede, P. Kahlbaugh, C. O’Sullivan
Absent: M. Enjalran, T. Lin, R. Zipoli
Guest: Dr. Judith Terpstra

Meeting came to order at 9:45 am

PRAC recommends continuing approval for the department of Special Education & Reading.

The Committee reviewed the expedited assessment report from the Special Education & Reading Department, and had a lively and informative discussion with Dr. Judith Terpstra.

The department recently submitted reports to their external accrediting agency, NCATE, and received a decision of Met with Conditions. The NCATE decision was made in February and the department has not yet had a chance to meet and discuss how to address NCATE’s comments. One of the issues may be that the data for all 3 constituent programs (collaborative, comprehensive, and graduate) were submitted together rather than separately.

The committee was interested in learning how Special Ed assesses professionalism in the student teaching placements. Dr. Terpstra explained that student teachers are observed in the classroom and that the UAB has an Attitudes and Dispositions form for professors to fill out three times during a student’s program. These are keyed to specific courses, but might be done more often if a student is red flagged.

A question about TK20 led to a more general discussion of costs borne by students. TK20 is roughly $130 for the course of study + 5 years after graduation. The system was presented as a benefit for students but they don’t see the benefit, only the cost. Students entering teaching also have to pay for state-required fingerprinting and background checks.

LEP has had a positive effect on Special Ed. Students are applying as sophomores rather than juniors and are being referred directly to the department for advisement. The department is also in the process of converting their 449 course, taken by students in both the collaborative and comprehensive programs, into a Tier III capstone course.

Special Ed students in the comprehensive program often graduate in 4 years if they arrive college-ready. Because the collaborative program includes a second major, it’s more difficult for the students to graduate in four years.

The Dean’s office supplies the department with feedback from employers, alumni, and others, but the department doesn’t know the exact source and is not gathering that data independently.

Feedback from the Dean’s office and from the schools in which SCSU students do their fieldwork is enthusiastic. Our students are highly regarded which reflects well on the faculty and programs here.
The Committee and Dr. Terpstra had a lengthy and informative discussion concerning the idea of setting up a lab school on campus. The previous Dean was interested in establishing a lab school and the current Dean is also interested in the project.

An on-campus elementary school would have several advantages: It would allow observation and research on elementary schoolchildren without disrupting a classroom; Schools and departments outside the School of Education (e.g. Nursing, Psychology, Communication Disorders) would also benefit from access to a lab school; university faculty could enroll their young children in the school.

Among the issues confronting the department are lack of clinical space (they need to negotiate with other departments for space, students & parents have to wait in hallways) and the scarcity of preschool programs in which to place students. The program certifies pre-K teachers but only a handful of school systems in the state provide preschool. The recent federal initiative to increase preschool education might ease the problem.

Meeting adjourned 10:55 am
University-Wide Impact Committee Minutes 02/28/13

Absent: J. Alexander, P. Beals, J. Dodson, H. Lockwood, A. Marsoobian (ex-officio), J. Mills, T. Regan

I. Call to Order  
The meeting was called to order at 9:42 am (quorum reached)

II. Old Business: Revised Proposals  
A. MAT 496 Tier 3  
Minor revisions were received and approved by Chair. Proposal to move to UCF.

B. ITA 200 Tier 1 MC  
Motion: LBP moves to approve, seconded-KK  
Vote: Unanimous

C. JPN 200 Tier 1 MC  
Motion: MS moves to approve with clarifications, seconded-JF  
Vote: Unanimous

D. GER 201 Tier 1 MC  
Motion: KK moves to approve with clarifications, seconded-LBP  
Vote: Unanimous

E. RUS 200 Tier 1 MC  
Motion: JF moves to approve with clarifications, seconded-MS  
Vote: Unanimous

F. REC 120 Tier 2 MB  
Motion: LL moves to approve with minor revisions, MS seconded  
Vote: Unanimous

II. New Business:  
A. 13 proposals from ART - tabled

B. ANT 311 Tier 3  
Motion: KS moves to approve with minor revisions, seconded-MS  
Vote: Unanimous

C. PHI 242 Tier 2 CD  
Motion: LL moves to approve with clarification, seconded-MS  
Vote: Unanimous

D. ENG 219 Tier 2 TP  
Motion: JF moves to revise and resubmit, seconded-LL  
Vote: Unanimous

E. MUS 250 Tier 2 CD  
Motion: JL moves to approve with clarification, seconded-MS  
Vote: Unanimous
F. MUS 115 Tier 2 GA

*Motion:* JI moves to approve, seconded- KK
*Vote:* Unanimous

G. BIO 101 Tier 1 NW2

*Motion:* JF move to approve with minor revisions, seconded- JI
*Vote:* Unanimous

*UCF Chair introduced a discussion regarding the procedures for submitting IDS Courses.*

**IV. Adjournment:** The meeting adjourned at 10:50 am  Minutes submitted by Scott Graves
New Programs and Innovations Committee Minutes February 28, 2013

Called to order at 9:35 a.m.


I. New Business

A. Notifications of 3 special topics offerings were presented and logged.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Transcript Title</th>
<th>Semester</th>
<th>Times taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 398</td>
<td>Ultimate Nature of Universe</td>
<td>Fall 2013</td>
<td>1</td>
</tr>
<tr>
<td>WLL 498</td>
<td>Brazilian Civilization</td>
<td>Summer 2013</td>
<td>0</td>
</tr>
</tbody>
</table>

Description of logged courses with full titles

PHI 398 – Ultimate Nature of the Universe

What is the ultimate nature of the universe? This course explores answers to this question from philosophers Plato, Aristotle, Leibniz, Wiener, Floridi and Bynum (including ideas from contemporary science).

WLL – 498

This course offers an overview of the development of Brazilian civilization, from pre-colonial times to the country’s independence from Portugal. The course will focus on various aspects of Brazilian society, economy, culture, history, and geography, and will investigate how these aspects were significant in the development of the realities of the country we know today.

B. The committee will update the Special Topics Notification Form.

C. NPIC discussed possible curricular and programmatic implications of removing reassigned credits.

Meeting adjourned at 11:00 a.m.

Respectfully submitted by Gregory Adams
Liberal Education Program Committee Meeting
Wednesday, February 27, 2013
3:00- 4:45 pm – ASC 201
Meeting Minutes

Present: Joe Fields, Wendy Hardenberg (recording), Deb Weiss (chair), Rich Kustin, Elliott Horch, Dave Petroski, Polly Beals, Wes O’Brien, Mike Shea, Liz Keenan

- Meeting was called to order at 3:06 p.m.
- Minutes of 2/13/13 were approved unanimously
- Committee and Ad Hoc reports
  - Role of LEP Director in expedited reviews – Polly
    - Will review and approve Tier 3 expedited course forms, but will also make note of those courses that will need some transitioning; will also advise and guide proposers
- Old Business
  - Meeting time for fall 2013 and spring 2014 semesters
    - Wednesdays during fall 2013 and spring 2014 from 3:25-4:40, every other week; add meetings on an “as needed” basis
    - In fall 2013 discuss switching time to Thursdays during regular UCF standing committee time of 9:35-10:50 for the 2014-15 academic year
  - Tier 3 clarification – Prior to taking a Tier 3 course in a specific Area of Knowledge, do students need to have completed a Tier 2 course in that Area of Knowledge? In other words, would the T2 course be a prerequisite for the T3 course?

After discussion, the LEPC affirmed that the primary focus of Tier 3 is the Discussions of Values and project and not the Key Elements of the Areas of Knowledge. **Therefore, students are able to take a Tier 3 course in a specified Area of Knowledge without having yet taken a Tier 2 course in that same Area of Knowledge**

- New Business
  - Role of affinity groups
    The Natural World Affinity Group has made a motion to require at least 24 hours of laboratory or field experience for all Natural World courses, however, upon review of the affinity group document as approved by the UCF, the LEPC concluded that this is beyond the scope of the affinity groups which have as their mission to:
      1. Share and review information regarding the curricula and pedagogies in the Areas of Knowledge.
      2. Determine at least one annual action item that would strengthen student success.
    Nonetheless, the LEPC believes there should be a procedure in place by which affinity groups may bring motions forward for consideration. It was
therefore decided that the affinity group document be revised in order to create a clear pathway for affinity groups to bring motions forward to the LEPC for further consideration. In addition, the LEPC discussed adding a Tier 3 affinity group and decided this would be a positive addition to the affinity groups. Deb Weiss will work on wording to revise the Affinity Group document for the next LEPC meeting. Some considerations for the revision were:

- Add a line that says any ideas for changes must be directed to the LEPC
- Motion: Add the following bullet point to the Affinity Group document: “Affinity groups may recommend changes to the LEPC, which is charged with considering changes to the LEP document.”
- Motion: Add Tier 3 as an affinity group to Affinity Group document

- Resources for course, caps, etc. – highlight important issues and invite key administrator(s) to one of our LEPC meetings
  - Tier 2 class sizes should probably be made uniform (like W courses)
  - Class sizes seem to be set by an old model that isn’t in touch with what we’re doing now
  - Tech Fluency classes also should have smaller caps for effective pedagogy
    - Issue 1: What should the course caps be?
    - Issue 2: We have to transition out of the AUR course caps to a more rational system
  - No longer a rationale for the vast disparity between courses with the same goals and key elements, etc.
  - More flexible classroom space for different pedagogies is desirable
  - Need to think about what we want to present to an invited administrator

Meeting was adjourned at 4:47 p.m.