I. Call to order

II. Announcements
   a. UCF remaining meetings for the spring semester:
      Thursday April 28th AND Thursday May 5th
   b. Election of UCF Chair on April 28th

III. Approval of UCF Minutes of March 31, 2016

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
   a. Election of SCSU TAP-FIRC Representative

VI. Special Topics Courses
   a. ILS 398 Data Literacy and Visualization Summer 2016

VII. Old Business
   a. Round Two voting on LEP Reduction Options

VIII. New Business
   b. Motion to approve revisions to UCF Constitution
   c. Motion to approve revisions to UCF Flow of Proposals

IX. Adjournment
I. Call to order
   Called to order at 9:35 am. A quorum (50% + 1) was reached at 9:35 am

II. Announcements
   a. Next UCF meeting on 4/14 will be in Engelmann B 121 A&B
   b. Please review the UCF Packet which includes the Constitution and Flow of Proposals regarding pilot changes to the curricular flow of proposals over the last two years. The changes are highlighted in red font and will be discussed and voted on at next meeting. Changes are addressing the pilot changes and altering some titles to reflect current organizational language. NMIC was eliminated and UWIC continues to be a committee. If you have any questions/corrections, please inform Liz Keenan prior to the next meeting on 4-14-16
   c. Tricia Lin announced the 22nd Women Studies Conference on April 15th and 16th – Women, Community, and Technology.
   d. Stuff a Shuttle Day - Donations for St. Luke – nonperishable food items and gently used clothing April 1st.
   e. Student Career Fair – April 6th

III. Approval of UCF minutes of March 10, 2016
   A. Minutes approved

IV. Standing Committee Reports
   A. NMC – Notifications Management Committee
      1. Motion to approve Revised Course Proposals
         ART 262 – Introduction to Photography
         ART 451 – Advanced Photography II
         BIO 436 – Molecular Biology
Motion approved unanimously

2. Motion to Approve New Course Proposals
   MDS 341 – Networked Youth Culture

Motion approved unanimously

3. Motion to Approve Revised Program Proposals
   BS Nursing
   BS Athletic Training

Motion approved unanimously

Minutes of March 17, 2016 were received

B. LEPAC = Liberal Education Program Approval Committee

No Business – did not meet

C. UWIC – University Wide Impact Committee
   Motion to approve concentration/program
   Minor in Global Studies (ANT)

Motion approved unanimously

Motion on Online Education:

UCF endorses the Final Report of the ad hoc Committee on Online Education with the following specifications/added recommendations:

Highlighted the recommendation that we should mirror Charter oak and other state colleges, and perhaps ally with them for training.

Training for faculty should be basic ADA best practices training for all faculty, and further online/hybrid specific training for those specific instructors.

Student training should mirror existing “certification” training (e.g. sexual assault training), with the idea that it could be required to be shown as faculty choose on a course/program specific basis.

The current document suggests transfer students be “encouraged” to complete training – UWIC recommends it be required on a course/program basis for all students.

Related topics/recommendations that arose from the more general discussion:
Larger issue: there needs to be more support (staff and resources) for online/hybrid learning, and for technology accessibility generally. UWIC will likely take up this discussion and come up with specific recommendations to address this broader issue.

Related, we feel there should be some sort of online “home” for the current language of mandatory and recommended syllabus statements

Note: see UCF Minutes Appendix for the full report

**Motion approved unanimously**

Minutes of March 17, 2016 were received
Minutes of March 3, 2016 (electronic meeting) were received

**D. PRAC – Program Review and Assessment Committee**

**Motion to recommend continuing approval of Journalism upon receipt of their 2\textsuperscript{nd} draft report**

**Motion approved unanimously**

Minutes of March 17, 2016 received

**E. WACC – Writing Across the Curriculum Committee**

**Motion to Approve new W course proposals**

MGT 305 Organizational Behavior, Wall
SPA 300 Spanish Composition, Piemontese

**Motion approved unanimously**

Minutes of electronic meeting on March 17, 2016 received

**F. LEPC – Liberal Education Program Committee**

Discussion: Looking at data on LEP supersection classes (classes with more than 40 students); data indicated slightly lower grades in the supersection classes. Data on supersection classes was across multiple Tier 2 Areas of Knowledge. Students were grouped into three GPA groups and further subdivided into first year and sophomore levels. 5 out 6 subgroups of students had statistically significant results when comparing the academic performance in supersections vs. sections with <40 students. Given these findings, LEPC is looking at recommendations to bring to UCF.

Minutes from March 17, 2016 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.

No TAP report this month

VI. Special Topics Courses

ECO 398 Environmental Economics Fall 2016
HIS 298 Ancient Warfare Fall 2016
HIS 398 Terrorism in Mediterranean Fall 2016
ENV/MAR 398 Marine and Environment Studies – Bermuda Summer 2016
ITA 398 Italian Cities – Fall 2016

UCF Chair has logged these courses

VII. Old Business

No Old Business

VIII. New Business

Motion:
At least one of the six LEP Reduction Options will be selected to reduce the number of credits in the LEP, utilizing the following mathematically sound voting system with written secret ballots. (Motion presented by UCF Steering Committee; 2nd by Lisa Vitale)

Voting procedures to obtain a majority vote to reduce the LEP by at least 1 course from the 6 LEPC credit reduction options:

1. Round One:
Using the elimination method, vote on all 20 reduction options (6 1-course options and 14 2-course options) using 0, 1, and 2. Results will eliminate XX options not reaching a threshold

2. Round Two:
Brief discussion on results of round one.
Using the paired voting procedure, rank remaining options.

Note: If results in Round One produce too many options for a paired voting procedure, Round Two will use the elimination method a second time and then proceed to the paired voting procedure.

Braxton Carrigan explained voting procedures outlined above for the secret ballot today and the voting process for Round Two in 2 weeks.

Discussion on process:
Heidi Lockwood asked for clarification on why the voting options are for both 3 and 6 credit reductions when the two course reduction has not been approved yet. Expressed concern that analysis of the reduction options is premature.

Response from Liz Keenan and Braxton was that this approach would allow UCF to understand what the membership would support either way (one or two courses).

Marty Hartog in support of motion ---Three credits or more already out there

Mike Shea in support of motion

Polly Beals called the question. Jeff Webb – 2nd the call of the question.

Braxton Carrigan recused himself from voting to avoid any conflict of interest.

**Voting Details:**

Four tellers: Lisa Vitale, Meredith Sinclair, Corey Hannah, Kelly Stiver

Results sent to UCF Chair Liz Keenan in Excel spreadsheet, who will forward the summary data to Braxton Carrigan for analysis with Klay Kruczek, Math department. Liz Keenan will report results via email to the UCF membership no later than next Tuesday April 5th.

Results will determine the options for the round 2 vote, a ranking order of final options. UCF representative are urged to discuss the ranking options with their department/program members before next vote on 4/14/16.

Note: E and F cannot be listed as a combination option because they are not compatible for the round One ballot.

Ballots will be invalid if not complete -- must include a response for all options

Ballots were distributed to all voting members via a roll call.

**IX. Adjournment**

Motion approved unanimously to adjourn upon completion of voting

Respectfully Submitted:

Cheryl Resha
Appendix

Final Report of the ad hoc Committee on Online Education

April 2014

(Note: This report was reviewed and modified based on recommendations from the Undergraduate Curriculum Forum and Graduate Council during the spring 2014 semester.)

Purpose:

To ensure the quality of online offerings at Southern Connecticut State University by offering additional support and training for students and faculty while ensuring a streamlined approval process for new and existing online courses.

Definitions:

Southern Connecticut State University offers eLearning courses and/or sections as either online, hybrid, or on-ground according to the following definitions:

A.) An online course section is an eLearning section of a course in which 100% of the class instruction is conducted via the Internet. The instructor for such a section shall provide content via course management systems approved by the offering department, program, and University.

B.) A hybrid course section is an eLearning section of a course that combines on-ground and online sessions. A hybrid course section substitutes one or more on-ground contact hour(s) with online contact hours.

C.) A web-enhanced on-ground course is a section of a course takes place on-ground but posts information and/or uses tools online. Web-enhanced courses are not governed by the policies and procedures outlined here.

D.) Programs (degree or certificates) in which 50% or more of the coursework in the program is available for students to take online are considered eLearning programs and, according to NEASC and Board of Regents guidelines, require separate approvals.

The current recommendations apply only to new and existing online course sections, although after future discussions and review, these recommendations may be expanded to hybrid courses.

In order to assure the quality and successful offering of online courses, the university adopts the following policy:

Online Courses

Online courses are subject to the same policies and procedures as stated in the university’s undergraduate and graduate catalogs. There is no distinct form or process for submitting online courses; they utilize and follow the same approval process as on-ground courses at both the undergraduate and graduate levels.
Faculty and Student Training

Faculty

A training course will be developed by SCSU’s Teaching and Learning Technologies Group and reviewed by faculty who are experienced and/or have a special interest in online teaching. All faculty who have been selected and/or assigned to teach online will participate in a training course within the Learning Management System. This course will contain resources and information on best practices for teaching/learning within an online environment as well practice with the technology embedded within the Learning Management System. Faculty will be able to participate in the training course at their own pace based on their own learning needs. The training course will include an assessment at the end. The assessment is based on published standards related to assessing the quality of online course delivery (i.e. Quality Matters Rubric Standards). Faculty will be required to complete the assessment and will receive a certificate upon successful completion of the assessment. Since the course is self-paced, experienced online instructors may choose to skip portions of the course; however, all must successfully complete the assessment at the end of the course. Faculty will be required to submit the certificate to the Chairperson of his/her department before the course begins. Notification will also go to the UCF Office/Graduate Council and the respective Dean’s Office, which will ensure that those faculty teaching online courses have submitted a certificate.

Students

A training module will be developed by SCSU’s Teaching and Learning Technologies Group and reviewed by faculty who are experienced and/or have a special interest in online teaching. All first-year students will be required to participate in this online training module within the Learning Management System. This module may be embedded within a Tier 1 course (INQ or tech fluency to be determined). The module will contain necessary technical skills and factors that contribute to student success in online courses. Students will be responsible for knowing the relevant information contained within the module. Students will be able to print out a certificate upon successful completion of the module and will submit a copy of the certificate to their instructor as proof of satisfactory completion.

Transfer students, non-traditional age students, and graduate students will be strongly encouraged to participate in the online training module within the Learning Management System. Instructors of online courses may require their students to complete the training module. A certificate will be generated to demonstrate successful completion of this course. Instructors may require students to submit the certificate.

Ongoing Support

Faculty

The Teaching and Learning Technologies Group will continue to provide support for faculty through workshops, one-on-one tutorials and supporting documentation.

Students

A pre-registration self-reflection module will be made available to students independent
of specific courses so they can decide if an online class is the right choice for them.

**Course Access**

Procedures to be followed for the evaluation of faculty teaching online courses, including administration of Student Opinion Surveys and peer observations should follow the guidelines set forth in the CBA, Senate documents and departmental bylaws in as close to the same manner as possible as on-ground courses. The DECs and Department Chairs should be permitted access to online classes in a manner that is comparable to the observation of faculty teaching on-ground classes. Additionally, department curriculum and assessment committees should be permitted access on a limited basis to ensure course quality. Departments should identify assessment procedures for online learning that are consistent with their mission. As with on-ground courses, each department will need to periodically review its courses to ensure that approved course learning outcomes are achieved.

**Faculty Teaching Load Clarification**

Faculty members teaching online and hybrid courses receive the same workload credit as faculty who teach on-ground courses. Class size limits are determined as per 5.17.2 of the Collective Bargaining Agreement.

**Standardized Course Formats**

No standardized format will be required except for programs in which a standardized format may be needed to meet accreditation requirements, as on-ground course syllabi and course designs are not standardized across disciplines, but reflect the learning needs of students within particular disciplines and courses. However, collaboration is highly encouraged within departments and programs in developing standardized formats.

**Accessibility**

As with on-ground courses, students enrolled in hybrid or online courses are required to contact the DRC (Disability Resource Center) for accommodations.

Faculty are responsible for ensuring that the current accommodations statement is included in their syllabi as well as ensuring that the course is designed to be accessible to students with disabilities in compliance with ADA regulations. Faculty should adopt universal design principles and must provide accessible materials.

**Additional Recommendations**

- Obtain administration’s support for the technological resources required for current offerings and the future projected growth of online offerings at SCSU.
- Strategic planning should encompass planning for online initiatives to ensure the quality of online learning meets national standards.
- Expand hours of coverage offered by helpdesk to address login issues.
- Require communication of student support resources (e.g., Where to Go for Help) within all syllabi.
- Further investigate opportunities to improve student experiences online through technical fluency (e.g., tutorial centers, peer support services, RAs and OAs and so forth).
- Continue use of NFO (New Faculty Orientation) as a means to introduce faculty to teaching online.
• Develop a faculty module with self-reflection so faculty can decide if teaching an online class is the right choice for a specific course and their pedagogical style.
• Expand offerings in faculty development initiatives such as Teaching Academy, SummerTech, workshops, faculty learning communities, mentorships.
• Monitor and evaluate faculty and student training courses
• Further investigate the utility and possibility of providing standardized course structures/templates for online and web-enhanced courses.
• Hire additional personnel in the following areas:
  o Instructional Design
  o Media Specialists
• Hire the Director of Online Teaching and Learning position as soon as possible. Leadership is needed for long term planning inclusive of planning for expansion of departmental offerings, new online programs and technological advances.
• Investigate further opportunities to partner with other State entities (universities and community colleges).

Submitted by Members of the ad hoc Committee:

1. Dr. Barbara Aronson, Nursing -- Committee Chair
2. Dr. Jean Breny, Public Health
3. Dr. Ilene Crawford, English
4. Dr. Bonnie Farley-Lucas, Communications/Faculty Development
5. Dr. Scott Graves, Science Education and Environmental Studies (UCF)
6. Dr. Jess Gregory, Educational Leadership (Graduate Council)
7. Dr. Rebecca Hedreen, Library Services / Distance Education (Faculty Senate)
8. Dr. Chang Suk Kim, Information and Library Science
10. Dr. Deborah Newton, Interim Dean, School of Education
11. Dr. Cynthia O’Sullivan, Nursing (UCF & Graduate Council)
12. Dr. Elizabeth Rhoades, Counseling & School Psychology (Graduate Council)
13. Dr. Jeffrey Webb, Chemistry
14. Mr. Bogdan Zamfir, OIT Teaching & Learning Technologies

Revised 2/16/14
Revised 4/11/14
Revised 4/21/14
Notifications Management Committee
April 7, 2016

Electronic Meeting


Absent: C. Hannah(Co-Chair), N. Charnysh(Student Government)

Revisions to forms for review and approval

New Course Proposal Form
Motion to approve: (M. Sinclair, 2nd S. Grace)
Vote: 13-0-0

Revised Course Proposal Form
Motion to approve: (M. Sinclair, 2nd S. Grace)
Vote: 13-0-0

Revised Program Proposal Form
Motion to approve: (M. Sinclair, 2nd S. Grace)
Vote: 13-0-0

Department Minor Revision Form
Motion to approve: (M. Sinclair, 2nd S. Grace)
Vote: 13-0-0

Expedited Course Proposal Form
Motion to approve: (M. Sinclair, 2nd S. Grace)
Vote: 13-0-0

New Course Proposal

WMS 356 – Maternal and Child Health (Cross-listed w/PCH 356)
Motion to approve: (M. Sinclair, 2nd S. Grace)
Vote: 13-0-0

Revised Program Proposal

BA English
Motion to approve: (M. Sinclair, 2nd S. Grace)
Vote: 13-0-0

BS Nursing
Motion to approve: (M. Sinclair, 2nd S. Grace)
Vote: 13-0-0
Notifications Management Committee
April 11, 2016

Electronic Meeting

Present: C. Hannah (Co-Chair), B. Carrigan, J. Chandler, R. Engel, R. Glinka, Md. Hossain, M. Knell, J. Ruggiero, S. Grace, C. Stewart, S. Myers (UCF Secretary)

Absent: M. Sinclair (Co-Chair), J. Dickens, M. Hossain, J. Powell, N. Charnysh (Student Government)

New Course Proposal
MDS 261 – Managing Social Media I
MDS 291 – Social Media: Private Life/Public Life
MDS 361 - Managing Social Media II

Motion to Approve: (C. Hannah, 2nd S. Grace)
Vote: 10-0-0
Minutes LEPAC

April 7, 2016

Committee did not meet
Committee did not meet
In attendance: S Bernard (co-chair), K. Stiver (co-chair), A. Brown, M. Enjalran, D. Fairchild, D. Feinmark, J. Gagliardi, M. Lamberti, H. Lockwood, J. Mielczarski, R. Ranucci, P. Starvaggi, E. West, V. Williams

Note: L. Keenan spoke to the body at the start of the meeting, but did not stay for the following discussion.

I. Call to order 9:35

II. New Business:

a. Interpretation of the three possible reduction proposals, and discussion of whether in the opinion of the UWIC committee, they constitute a restructuring/substantial revision. To be concluded next meeting.

III. Meeting adjourned 10:50

Minutes submitted by K. Stiver
Present: M. Bay, C. Calin, K. Gorniak, R. Silady, J. Webb, L. Vitale (chair)

Absent: C. Dellinger-Pate, J. Gleason, M. Fede, T. Lin, R. Zipoli

The meeting began at 9:40am. The committee commended CMD’s report as a “great document,” and as a “great example of those engaged in assessment.” Discussion ensued about the program, and questions were brought forth. The committee’s findings follow below.

At 10:15am, PRAC met with both the chair and the assessor of the Department of Communication Disorders, Drs. Deborah Weiss and Richard Zipoli.

The self-study clearly and admirably answers the question “Who are you? What do you do?” The faculty includes ten full-time members and nine adjunct instructors. The independently sustaining Center for Communication Disorders, housed in the department, employs six full-time professional staff. The program’s mission and objectives are precise and meaningful. Faculty and staff are appropriately and actively engaged in research and community service.

The demographics of student majors of CMD reflects the industry’s percentage: 93% of majors are female while the percentage of female constituents in the profession is 95%. The only outlying category is that of minorities: about 16% of CMD majors at Southern claim minority status, while the profession as a whole is comprised of roughly 8% minorities (Self-study, p. 5). This speaks favorably of the department, and of Southern, and demonstrates commitment to those with traditionally fewer opportunities.

CMD is a rigorous program containing four academic gates students must pass through, and the percentage of student retention and persistence reflects the challenge some students may find in consistently meeting the program’s expectations. The expectations the program has for its students are solid, however, and are based in appropriate foundational skills necessary to those successful speech pathologists, audiologists, and others employed in the field.

Students and faculty alike are engaged in community outreach in such varied activities as the Peer-Led Academic Support Mentor Program; Operation Smile; Autism awareness and Advocacy Club; Cultural Competency Club; and a chapter of the National Student Speech Language Hearing Association (NSSLHA). All of these groups have conducted fundraisers to help specific populations with needs.

The curriculum of the undergraduate Communication Disorders Program is mapped out clearly, and mirrors its four well-defined learning outcomes. Within the past two years, new direct assessment strategies have been incorporated: a capstone project/interview rubric for final portfolios in CMD 461(Clinical Practice of Speech-Language Pathology and Audiology). The rubric was developed by Dr. Kelly Mabry while participating in the Association of American Colleges and Universities Multi-State Collaborative to Advance Learning Outcomes Assessment. The second direct measure is the Undergraduate Curriculum Survey, a multiple-choice “exam” wherein key concepts from each of the eleven required courses are presented. So far, this survey
has been used as a pre-test at the second gate, or during CMD 200 (Introduction to Developmental Communication Disorders). The survey was also used as a post-test to students finishing CMD 461, usually taken towards the end of a student’s undergraduate career.

Indirect sources of assessment include the undergraduate student survey facilitated by the Office of Assessment and Planning; the Student Opinion Surveys; an alumni survey; and a faculty survey.

The question “How does the program use data to inform curricular improvements?” is answered clearly and affirmatively. The results of the direct and indirect measures clearly inform the program. For example, data from the capstone project/interview rubric indicated that students need more “instruction to develop their writing skills (including sentence structure, mechanics, and word usage).” (Self-study, 10). To that end, Dr. Mabry, the undergraduate advisor, has arranged with English faculty a pilot of a special section of ENG 200 to be offered to a cohort of CMD students.

One area PRAC members had questions about was advising. CMD has one faculty serve as advisor to all of the almost 200 majors. This individual receives three credits release time to advise as well as credits over the summer. The program requires its majors to attend group advising sessions according to students’ years, and also offers individual advisement if they have further questions.

Faculty have also strengthened student access to research by organizing a faculty speaking series, encouraging students to write grants for their projects, and developing a Tier 3 LEP course (CMD 294: Exploring Diversity in Communication Disorders through Research). As the CMD self-study report states, “Audiology and speech-language pathology are evidence-based professions, which means that professionals in these fields must be able to effectively access, appraise, and integrate research findings during the clinical decision-making process.”

PRAC joins external reviewer Dr. Keith Darrow in recommending that facility space be increased and specially configured to the needs of CMD undergraduate students; and that the program’s technology needs be met. A space for undergraduates to conduct research and tutoring would be ideal.

PRAC commends Communication Disorder’s organized, thoughtful, and thorough report, recommends continuing approval of Communication Disorders (electronic vote: 9 for – 0 against – 1 abstain)

Meeting adjourned at 10:50am
Liberal Education Program Committee Meeting

Thursday, April 7, 2016

9:35-10:50 in SCI 319

Minutes

Present: Polly Beals (chair), Wendy Hardenberg (recording), David Pettigrew, Elliott Horch, Mike Shea, Wes O’Brien, Helen Marx, Nicole Henderson, Bill Rowe, Resha Cardone, Liz Keenan

Call to Order: 9:44 a.m. when we found someone to unlock the seminar room. Thank you, Vince Breslin!

1. Update on UCF vote results on LEP credit reduction. LEPC identified some clarifications needed about Round 2 voting. Liz agreed completely.
   a. What the 2 student subgroups are in Option B and what the process is to apply to Charter Oak life experience.
   b. Option F department waiver means demonstrating that the major teaches the key elements of an LEP area.

2. Report (Wes and Polly) on April 1 Community College counselors day at SCSU. Organized by Academic Advisement to encourage transfer student enrollment. Helen was there also to discuss EDU transfer. CC counselors firmly believed that some transfer students chose other CSUs because of SCSU’s Multilingual Communication requirement. Resha says WLL is well aware and underscored WLL efforts to build more programs for majors akin to medical Spanish. Nicole reported that effective communication with parents of students helps them understand what we believe about 21st century citizenship. Wes and Resha will add a new FAQ for the LEP webpage on “why do I have to study a language at SCSU if I already studied one in high school?”

3. Report on meeting about LEP assessment held April 1 with Wes, Polly and PRAC chair Lisa Vitale. LEP assessment is already part of the guidelines for the five-year review by PRAC. All agreed that it should continue during the upcoming assessment cycle. Wes will assist in defining LEP goals and assessment rubrics for programs coming up for assessment next year. We recognize that this may not be the ideal scenario for assessing the LEP holistically as a program, but it’s pragmatic and ensures faculty compensation. Data collected from PRAC assessments on LEP can be collated by Office of Assessment.
   a. LEPC should take lead in formulating further and more detailed LEP assessment policy and procedures. Currently PRAC has no language about LEP assessment and they could use our help. LEPC will dedicate time next academic on further defining, scheduling, and shaping how the PRAC-generated LEP assessments can become programmatic. Work with PRAC, LEP Director, and Michael Ben-Avie.
4. Teaching Critical Thinking and Written Communication in LEP. David detailed ways that his students were not learning or retaining key things about writing arguments, writing conventions, and other scholarly attributes of writing and critical thinking. The committee shared ideas for gathering data beyond our experiences and anecdotes. David and Nicole will send us some bullet points about topics to discuss next year on this important subject.

5. “Conditions and Resources for LEP Credit Reduction” document. David reported that the Senate Academic Policy subcommittee passed a resolution to return W-courses, INQ, and Critical Thinking courses to a 20 student cap (raised a few years ago to 23 as an emergency measure). LEPC will revise its document in light of this and return to it next meeting.

Adjournment: 10:51 a.m.