Undergraduate Curriculum Forum
MINUTES
Adanti Student Center, Room 301A
Thursday, April 12, 2012


I. The meeting was called to order at 9:45 a.m.
   • Quorum (50% + 1) was reached at 9:51 a.m.

II. Announcements
   b. Deb Weiss – There will be a Holocaust Remembrance on Monday, April 16th, from 1-2 in EN A 120.
   c. Marty Hartog – There are two sets of bylaws in the UCF packet this week. WACC bylaws will be brought to vote at the next meeting and LEPC will be considered today.

III. Approval of UCF minutes of March 29, 2012
   a. Minutes of March 29th approved with one abstention.

IV. Standing Committee Reports
   a. NMC
      i. Discussion of 4/5 meeting
         1. EDU 325 Best Practices in Classroom Management [Approved by NMC but tabled awaiting for Program Proposal]
         2. Motion to approve the following new and/or revised courses and new and/or revised programs:
            New Course Proposal
            1) ENG 209 Lyrics as Literature: Reading and Writing Song Lyrics
            2) MDS 320 Propaganda in Media
            Revised Course Proposals
            3) EDU 312 Integrated Curriculum in the Primary Classroom
            4) EXS 202 Athletic Training Clinical Practice I: Injury Prevention
            5) EXS 203 Athletic Training Clinical Practice II: Immediate Care
            6) NUR 443 Nursing Capstone
            7) MDS 245 Introduction to Mass Media
         3. Motion approved unanimously
      ii. Minutes of 4/5 meeting received
b. NPIC
   i. Discussion of 4/5 meeting
      1. Reviewed Special Topics Courses:
         1) ECO 398 Economic Resources
         2) ECO 398 Environmental Economics
         3) ENG 298 Lyrics as Literature
         4) ENG 398 Adolescent Literature
         5) ENG 398 Literature of Reformation England, 1500-1650
         6) ENG 398 Writing for the Web
         7) SOC 298 Apocalypse Now?
         8) THR 398 Theatre Singing Technique-Introduction
         9) THR 398 Singing for Theatre Singing Technique-Intermediate
        10) THR 398 Advanced Singing for Theatre
        11) WMS/SOC 298 Asian American Women’s Experience
   ii. Minutes of 4/5 meeting received

c. WACC
   i. Discussion of 4/5 meeting
      1. Review process for W-Contest papers and announcement of winners planned.
      2. Nancy Marano’s husband will be invited to attend the presentation of the awards to the winners, which will take place at the next UCF meeting.
   ii. Minutes of the 4/5 meeting received

d. PRAC
   i. Discussion of 4/5 meeting
      1. **Motion:** to approve PRAC’s recommendation for continuing approval to the Earth Sciences Department.
         1) **Motion** approved unanimously
      2. **Motion:** to approve PRAC’s recommendation for continuing approval to the Accounting Department.
         1) **Motion** approved unanimously
   ii. Minutes of 4/5 meeting received

e. UWIC
   i. Discussion of 4/5 meeting
      1. Reviewed course proposals but no motions at this time.
   ii. Minutes of 4/5 received

f. LEPC
   i. TABLED review of LEPC minutes

V. Old Business
   a. Heidi Lockhart and Sean Grace presented on the on-line catalog changes
      i. Committee examined the feasibility and is setting plans for implementation.
      ii. Moving to an on-line catalog would be consistent with our 10 peer institutions.
      iii. Of four CSUs, only WCSU still prints a hardcopy, but fewer copies than SCSU.
      iv. Focus groups done at SCSU show students (undergraduate and graduate) as well as faculty are in favor of moving the catalog on-line.
v. UCF concerns seem to reside with technological support of the catalog, which Sean and Heidi will present. Faculty suggested print on demand and CD-copies of catalog. Faculty are urged to email all of their comments and recommendations to Sean and Heidi or Kathy Yalof.

VI. New Business
   a. **Motion:** The UCF Steering Committee will send an email notifying faculty of the need for nominations for the Transfer and Articulation Policy (TAP) Steering and Core Competency Committees with a deadline to submit nominations by the end of the day on 4/13/12. The UCF Steering Committee will develop a list of representatives to represent SCSU on the TAP Steering Committee and Core Competency Sub-committees to Marianne Kennedy.
      i. Recommend possible representatives by April 19th. Names will be considered and one representative and one alternate will be appointed and their names will be forwarded to Marianne Kennedy. There was not a call for an election. One faculty member (and one alternate) will be from SCSU. Other representatives will include one each from the other CSUs, three from community colleges and one from Charter Oak.
      ii. Ken Gatzke is opposed to nominating representatives to committee. Sean Grace and James Fuller agreed. It is understood that the deadline is unreasonable, especially considering the desire for an election for the member and alternate. Ken McGill suggested that the legitimacy of the process is separate from disagreeing with the motion and that the motion is asking the UCF body to trust the Steering Committee to make its decisions in consideration of the UCF’s interests. Mike Shea agreed with all of this, too. Sean Grace warns the UCF of potential consequences to immediate responses that may not be appropriate; Heidi Lockhart suggests that this may not be the time for push back, but recommends we wait and improve connections at other CSUs.
      iii. Cindy Simmoneau urges the UCF to forward lists of potential candidates.
     iv. Four AAUP Presidents and Senate Chairs from each CSU will meet this Friday (4/13) to discuss next steps related to working with the BOR.
     v. **Motion** approved with two opposed and two abstentions.

Meeting adjourned at 10:50 a.m.

These minutes are respectfully submitted by Michele Vancour. [See below for LEPC Resolution]
Resolution regarding the process to amend the document

*Liberal Education Program (LEP) at Southern*

Whereas the UCF Constitution states that proposals concerning major changes to the University’s general education program shall be decided by faculty referendum

and whereas the *Liberal Education Program at Southern* document allows for changes that do not entail major restructuring via the normal procedures for program revision

and whereas the *Liberal Education Program at Southern* document does not define the phrase “major restructuring” in its section on amending the program, leaving the potential for multiple interpretations;

and whereas primary tenets of the *Liberal Education Program at Southern* include the program’s dedication to being dynamic, flexible, amendable and reformable as evidenced in the following excerpts, all directly quoted from the document (page7), (page 7), (page11), (page 14), (page 51);

therefore be it resolved that the following information be added to the Amendment of the Program section following the current paragraph in the document:

Major restructuring refers to changes that would violate the fundamental structure of the program including 1) its characteristics (from 2005 faculty referendum), 2) basic curricular goals and 3) fundamental architecture, as outlined below:

1) **Characteristics:**
   - Concretely articulated goals
   - Curricular coherence throughout
   - Assessment and review to determine its success
   - Dynamic and amendable for improvement over time
   - Oversight through an elected liberal education faculty committee and a director
   - Flexibility in dealing with the needs of students, transfer students, and departments

2) **Inclusion of basic curricular goals infused throughout the program:**
   - **Competencies**– skills of intellectual inquiry and communication that an educated person should possess (providing a foundation for subsequent development)
   - **Areas of Knowledge and Experience**– multidisciplinary areas of inquiry with which an educated person should be familiar (approachable by more than one academic discipline)
   - **Discussion of Values** – conversance with a set of socially important values (familiarity with the values and their relevance to important societal issues rather than inculcation of particular values per se)

3) **Fundamental architecture:**
   - Inclusion of the three sequential **Tiers** 1) A foundation of basic competencies (Foundations), 2) Exploring Areas of Knowledge and Experience (Explorations), and 3) Integrating Competencies and Knowledge in a capstone experience that focuses on value-laden issues (Connections)
   - Programmatic **Sequence** and **Recursion**
   - Inclusion of concrete objectives for the curricular goals that utilize a **Purpose** statement and **Key Elements** and assessment throughout the three Tiers
AMENDMENT OF THE PROGRAM

Amendment of the Liberal Education program that does not entail major restructuring will be pursued via the normal procedures for program revision. The Liberal Education Committee will play the role normally played by departments, and UWIC will be the subcommittee that reviews the proposal. Final approval will be conferred by a vote of the UCF. (page 14).

In the "The Liberal Education Program" document approved by faculty referendum in 2005, the following points are included in Southern’s approach to general education:

- Dynamic and amendable for improvement over time
- Flexibility in dealing with the needs of students, transfer students, and departments where appropriate

These goals, along with their stated purpose and key elements, can be modified and improved as times change and as the program undergoes assessment and review.

Assessment may take many forms and, as a system, is also susceptible to reform.

CONCLUSION

The Liberal Education Program at Southern is goal-driven, coherent, dynamic, and reinforces skills and knowledge at several levels. It is self-improving through the use of assessment, review, and subsequent modification. It provides students with greater choice while raising expectations for student performance. It allows faculty members flexibility and innovation while also holding the whole faculty responsible for student outcomes.

... To ensure that the program will remain true to its original vision, continual assessment constitutes a critical element, along with regular opportunities for modifying the program to continue improving student learning and to reflect our evolving understanding of the changing world. Finally, the program has the flexibility to accommodate transfer and part-time students, along with full-time students undertaking all their coursework at Southern.

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See Endnote iii
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