Undergraduate Curriculum Forum
Meeting Minutes
Thursday, January 22, 2015


I. Call to order
The meeting was called to order and a quorum was reached at 9:36. All members introduced themselves.

II. Announcements — No announcements

III. Approval of UCF minutes of December 4, 2014
The minutes were approved unanimously without revisions.

IV. Standing Committee Reports
A. NMC – Notifications Management Committee
   1. Motion to approve New Course Proposals (Dec. 11)
      a. RSP 315 – Healthcare in the Age of Mass Media
      b. RSP 325 – Dimensions in Healthcare Leadership
      c. RSP 330 – Case Studies in Medical Ethics
      d. RSP 340 – Principles of Care Coordination in Respiratory Disease Management
      e. RSP 415 – Health Care Essentials
      f. RSP 420 – Neonatal/Pediatric Care
      g. RSP 425 – Respiratory Care Education
      h. RSP 430 – Advanced Cardiopulmonary Pathophysiology & Diagnostics
      i. RSP 440 – Evidence Based Practice & Research in Respiratory Care
      j. RSP 445 – Respiratory Care Seminar
      k. RSP 455 – Clinical Practicum I
      l. RSP 457 – Clinical Practicum II

Motion passed unanimously
2. **Motion to approve New Course Proposal (Dec. 11)**
   a. WLL 108 – Technology and Language Learning
   Motion passed unanimously

3. **Motion to approve Revised Course Proposals (Dec. 11)**
   a. ENG 307
   b. ENV 491 – Seminar in Environmental and Marine Studies
   c. HIS 227 – Colonial Latin America
   d. HIS 228 – Modern Latin America
   e. MAR 491 – Seminar in Environmental and Marine Studies
   f. MUS 303 – The Classic Era
   Motion passed unanimously

4. **Motion to approve LEP Existing Course and Expedited Proposals**
   for minor changes (Dec. 11)
   a. EDU 322 – Family, School, and Community Partnerships
   b. Earth Science (non-majors)
   c. BA English 1
   d. BS English 2
   e. BS Public Health
   Motion passed unanimously

5. **Motion to approve Revised Program Proposals and Departmental Minor Proposal (Dec. 11)**
   a. BA English
   b. BS Public Health (11/18/14)
   c. Public Health MINOR
   d. Public Health MINOR in Wellness
   Motion passed unanimously

6. NMC minutes for December 11, 2014 were received.

7. **Motion to approve Revised Course Proposals (Jan. 15)**
   a. ACC 200 - Principles of Financial Accounting
   b. ACC 202 Fundamental Financial Accounting
   c. ACC 220 Managerial Accounting for Accounting Majors
   d. BIO 233 - General Microbiology
   e. REC 207 – Adapting Recreational Games & Activities
   f. REC 356 – Recreation Marketing and Sales
   g. REC 455 – Organization & Administration of Community
   h. SOC 334 – Probation, Parole, Pardon
   i. SOC 338 – Juvenile Delinquency
   j. SOC 350 – Drugs and Society - clarification received
   k. SOC 362 – Criminology
   l. SOC 366 – Penology
   m. SOC 367 – Criminal Justice and Cultural Pluralism
   n. SOC 368 – Sociology of Law
o. CHE 370 - Physical Chemistry I
p. EXS 352 - Individual and Dual Skills and Sports
q. EXS 400 - Group and Team Activities, Sports, and Tactics
r. MAT 494 – Student Teaching

**Motion passed unanimously**

8. **Motion to approve New Course Proposals (Jan. 15)**
   a. EXS 412 Medical Documentation - clarification received
   b. WMS 311 – Who Built America? 1500-1928 - clarification received
   c. WMS 314 – Who Built America? 1929-present - clarification received

**Motion passed unanimously**

9. **Motion to approve Revised Program Proposals – Jan. 15**
   a. BS-Business-Business Economics
   b. BS-Business-Finance
   c. BS Sociology_ CONC_Criminology and Criminal Justice

**Motion passed unanimously**

10. **Motion to approve Expedited Proposals for Minor Changes**
    a. ECP – Rec & Leisure Studies

**Motion passed unanimously**

11. NMC minutes for January 15, 2015 were received.

**B. UWIC – University Wide Impact Committee**

1. **Motion to approve Programs (Dec. 11)**
   a. Respiratory Care AS-to-BSRT Program (Exercise Science)
   b. Renaissance Studies Minor (Interdisciplinary)
   c. Urban Affairs Minor - Revised and Resubmitted

**Motion passed unanimously**

2. UWIC minutes for December 11, 2014 were received.

3. **Motion to approve Programs (Jan. 11)**
   a. Minor in Medical Spanish for Health and Human Service Professionals

**Motion passed unanimously**

4. UWIC minutes for January 15, 2015 were received.

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

1. PRAC minutes were received.

**D. WACC – Writing Across the Curriculum Committee**
1. **Motion to approve W courses**
   a. CHE 490: Chemistry Research
   b. CHE 491: Chemistry Research
   c. Rosenblum, MGT 200: Managerial Communication
   d. Rosenblum, MGT 305, Organizational Behavior
   e. Roe, PHI 325: Bioethics of the Life Sciences
   f. McDonald, WMS 415: Contemporary Feminist Theory

**Motion passed unanimously**

2. WACC minutes were received

   E. LEPC – Liberal Education Committee
      LEPC minutes were received.

V. Old Business – none

VI. New Business – LEP, Q&A and Commentary. Comments and suggestions included. LEP was created to be a regularly reviewed and improved program. This (4th year) is a good time to seek feedback and discuss changes.

   A. One member raised the issue of the drop in enrollment at SCSU and wondered if this is due to the LEP. She stated that the LEP has many more credits than our sister facilities and asked what steps the LEPC and UCF are taking to address this.

      1. It was reported that Provost Bergeron stated to the Faculty Leadership Committee that 15 students transferred to CCSU from SCSU in spring 2015, implying that the LEP is responsible for these transfers. No data as to why they transferred, however, were available. LEP may or may not be a factor. We do not have the data regarding how many students transferred from Central to Southern, however one member stated that she recently advised 4 transfers from Central.

      2. D. Weiss stated that in working on TAP she has been working closely with the other 4-year institutions and has gotten to know the other general education programs. With the exception of Charter Oak, the three sister facilities, ECSU, WCSU and CCSU have similar general education programs in terms of number of credits, rigor, etc.

   B. The issue of Southern’s World Language requirement was raised as being an outlier among the CSUs. Our Provost has expressed concern about this. The national trend appears to be moving away from ensuring foreign language competency in college-educated people. Another member stated that evidence indicates that learning a second language as an adult is not productive since the adult brain is not wired to easily achieve competence in a second language. At the other CSU institutions, students are able to waive their foreign language requirement if they have two (ECSU) or three years (CCSU, WCSU) of a high school foreign language; otherwise they must complete up through a level II of a foreign language as opposed to Southern’s
WLL level III. It was stated that CCSU is possibly revising its foreign language requirement to a more rigorous level. D. Weiss will clarify this.

C. Although enrollment decline coincides with implementation of the LEP, causality has not been demonstrated.

D. The issue of whether or not the LEP math and science requirements are too rigorous was raised. D. Weiss explained that TAP mandates a minimal level for all the ConnSCU institutions of 2 sciences (with a minimum of one lab) and math at the level of intermediate algebra or higher. Southern must comply with this.

E. While much of the discussion emphasis has been on transfer students, the issue of why students are not choosing Southern as freshmen was raised. It was also stressed that it appears that discussions at the University are often unsubstantiated by objective data and this must be done if informed decisions are going to be made. Also, the University must have a commitment to hiring full-time faculty who will teach first-year students in order to create bonds between students and faculty who are here permanently and fully dedicated to SCSU.

F. Data from the other 4-year institutions for fall 2014 (anecdotal):
   1. Eastern: Enrollment increased
   2. Western: Enrollment flat
   3. Central: Enrollment up

G. In choosing LEP classes, students cannot always get the subject that they want. Students do not want to take courses in subject areas they perceive as weak areas for their own abilities. The issue of difficulty being able to register for courses that students want to take was a common theme raised during the discussion. It was pointed out that this is a resource issue not a curricular one. When students are unable to “get into the courses they want,” it is because we are strapped for money and faculty. Administration must be committed to funding the LEP if it is to be successful. We need to be clear about why this is a good program. SCSU has a two million dollar budget, but the administration chooses to spend the money in other areas. Students will get lost in super sections without recitation sections.

H. One dean said that academic advising and students love super sections because it means they can get the courses they need to graduate. The UCF advising representative was asked to comment on this. She stated that from the standpoint of being able to get a student into a section, especially at a late date, the super sections are helpful since they typically have openings. She stressed, however, that this does not reflect that it is necessarily the choice of the student to be in a large class or the advisor to place the student in a large class, but rather availability of the class. If a smaller class were available, advising would also be happy with that option.

I. We should have waiting lists for courses. CCSU has this option in Banner so it appears that we should be able to offer it as well.

J. One member inquired as to why there are no EDU courses offered as part of LEP? —H. Marx stated that there are actually four EDU courses available in the LEP.
K. There is external pressure to increase the flexibility of LEP even while enforcing the 120-credit limit and protecting free electives. What can we do to make it more flexible—or make it seem more flexible to students?

L. One of the UCF student representatives stated that a friend of his who started at Southern this spring as a transfer student was advised incorrectly and placed in preparatory English although she had over 600 on her verbal SAT. He informed her that she should be in a higher level. After questioning this issue with academic advising, she was placed in the higher level English class.

M. One UCF student representative, a freshman, stated, “My degree evaluation says I’ll be here 5 years.” Our Registrar’s Office representatives explained that this appears in all of the Banner Degree Evals probably required to be stated for financial aid reasons. The student was obviously distressed and confused by this thinking it would take him 5 years to complete his degree instead of 4.

N. Students generally do not understand the objectives/purpose of the LEP while general education is perceived as something to “get out of the way” or an obstacle” to completing the major. We need to be ambassadors for the LEP. In Tiers 2 and 3 courses, where competencies are being reinforced, the instructors need to know what they are reinforcing and make sure this is part of the course. Students need to see the process happening.

O. Please email Wes O’Brien with additional comments, critiques, and questions about the LEP.

VII. Adjournment - The meeting was adjourned at 10:50 am.

Minutes respectfully submitted by Elena Grossman