

Guest: K. Laing (Registrar), J. Twain (SGA)

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

II. Announcements
   a. Faculty Senate unanimously approved UCF’s motion to add representation to the IDS program
   b. BOR has updated the program approval document. No major changes. Posted on the UCF Forms and Directions tab right underneath program proposals.
   c. Corey Hannah will serve as the UCF ex officio representative on the University Library Committee.
   d. Forum on Renewal Files hosted by ) – Jeff Webb and Betsy Roberts – Room to be announced (materials and resources provided): October 23rd at 1pm.
   e. Contract Proposals to be discussed at AAUP Meeting: Friday, October 9 at 12pm in Eng A 120.

III. Approval of UCF minutes of September 24, 2015
   A. Minutes approved

IV. Standing Committee Reports
   A. NMC – Notifications Management Committee
      1. Motion to approve Revised Course Proposals
         COM 150 – World of Communication
         COM 450 – Communicating the Professional Image
         COM 494 – Practicum in Intercultural Communication
         COM 497- Field Experience
COM 200 – Fundamentals of Communication Design
COM 201 – Applied Communication Design
COM 234 – Fundamentals of Copywriting
COM 236 – Copywriting for Electronic Media
COM 335 – Advertising and Promotional Design
COM 340 – Communication and Product Information
COM 402 – Advertising and Promotions for the Internet
COM 472 – Advertising and Promotional Campaigns
COM 493 – Practicum in Advertising and Promotions
COM 257 – Audio Production
COM 259 – Studio Production
COM 333 – Video Scriptwriting
COM 372 – Digital Filmmaking
COM 377 – Video Directing
COM 385 – Documentary Production
COM 468 – Special Effects in Video
COM 492 – Practicum in Film, Television, and Digital Production
COM 233 – Communication in Relational Development
COM 287 – Introduction to Communication Research
COM 300 – Organizational Communication
COM 315 – Communication Processes in Decision Making
COM 322 – Communication Training and Development
COM 410 – Crisis and Communication
COM 430 – Communication Strategies in the Corporation
COM 440 – Cultural Influences on Communication
COM 481 – Applied Perspectives in Interpersonal Communication
COM 490 – Practicum in Organizational Communication

Motion approved unanimously

2. Motion to Approve New Course Proposals
ANT 491 – Supervised Research
COM 210 – Human Communication
COM 212 – Visual Communication
COM 350 – Workplace Communication
COM 221 – Introduction to Advertising
COM 368 – Graphics for Film, Television, and Digital Production

Motion approved unanimously

3. Motion to Approve Departmental Minor Revision Proposal
Communication MINOR

Motion approved unanimously
4. **Motion to Approve Revised Program Proposals**
   BS Communication_CONC_Organizational
   BS Communication_CONC_Advertising and Promotions
   BS Communication_CONC_Film, Television, and Digital Production
   BS Communication_CONC_Personal and Professional Communication
   BS Information Management and Services
   BA Studio Art_CONC_All
   BS Journalism
   BA Journalism

   **Motion approved unanimously**

5. **Motion to Approve Expedited Proposal for Minor Changes**
   BS Communication_CONC_Film, Television, and Digital Production
   BS Communication - #1
   BS Communication - #2
   BS Communication - #3

   **Motion approved unanimously**

   Minutes of October 1, 2015 were received

B. **LEPAC – LEP Approval Committee**
   **Motion to approve LEP and New Course Proposals**

   IDS 294 – In a World… A Gamified Capstone Experience (NC--T3)

   **Motion approved - one abstention**

   Discussion – need to consolidate forms between NMC and LEPAC –
   please send suggestions to Cindy Simoneau or Deb Weiss

   Minutes of October 1, 2015 were received

C. **UWIC – University Wide Impact Committee**
   Discussion regarding IDS courses: consensus on need for new prefix –
   possibly Transdisciplinary (TDC). Nothing to bring forward to UCF at this time.
   Suggestions/comments are welcomed, please share with committee.

   Minutes of October 1, 2015 were received

D. **PRAC – Program Review and Assessment Committee**
   No meeting on October 1, 2015
Announcements: Exemplar document using the new guidelines for program review is posted on the UCF PRAC website
On Thursday, October 15, 2015 in ASC 326 there will be a workshop on the new guidelines for departments coming up for renewal in next two years.

E. WACC – Writing Across the Curriculum Committee
Motion to Approve new W course proposal

SWK 330: Social Welfare Institutions and Policies (Limone)

Motion approved unanimously

Minutes of October 1, 2015 were received

F. LEPC – Liberal Education Program Committee
Polly Beals re-elected as chair
FYI – LEPC subcommittee meets at 9 am (due to volume of business)
Discussion: Assessment for LEP – what should be the process? Wes O’Brien, LEP Director will lead the charge. Michael Ben Avie, University Assessment and Planning Director is going to share data with LEP committee and at a later date provide a presentation an electronic report to UCF. The committee is looking at folding the LEP assessment into PRAC assessment instead of stand-alone assessment.

Next question for the committee is how to address embedded competencies – how to support faculty in order to meet competencies as well as teach content.

Finally, is there a need to trim credits from the LEP program? Motions to charge the LEPC to develop a plan for a 3 to 6 credit reduction in LEP and examine requirements for transfer students will be discussed under new business. If approved at next UCF meeting, there will be more time at a later date for suggestions about specific requirements.

Minutes from October 1, 2015 received

V. TAP pathways motions
Motions to endorse the Sociology, Political Science, Communication, and English TAP pathways

Motion to endorse Sociology – approved unanimously
Motion to endorse Political Science – approved unanimously
Motion to endorse Communication – approved unanimously
Motion to endorse English – approved unanimously

TAP report at the request of UCF also includes an update on upcoming pathways and where they stand in the process.

a. The following Pathways have been reviewed by TAP-FIRC and have been sent to the appropriate SCSU Departments for review:
   i. Chemistry
   ii. Psychology

b. The following Pathways will be reviewed by TAP-FIRC on 10/9/15:
   i. Math
   ii. Accounting – removed from 10/9/15 meeting
   iii. Marketing, Finance, Management – removed from 10/9/15 meeting
   iv. Criminology
   v. Social Work

c. The following Pathways are still in the review process:
   i. Nursing (temporary exemption)
   ii. Computer Science
   iii. Media

d. The following Pathways comprise Round 4. A call has gone out to the Provost for representatives. Once the representatives have been identified a general assembly system-wide meeting will take place. A meeting will also be held at Southern with the representatives to explain the process to them and discuss our priorities.
   i. Early Childhood Education
   ii. Elementary Education
   iii. Exercise Science
   iv. Foreign Language
   v. Music
   vi. Physical Education
   vii. Physics
   viii. Special Education
   ix. Theatre
   x. Visual Arts

If a department or program is interested in developing a pathway, contact Deb Weiss. Please note that the department or program needs to be offered at two or more universities and some of those courses at two or more community colleges. If this is not the case, then an articulation agreement is the way to create a program plan.
VI. Special Topics Courses
JRN 298 Great Journalism
JRN 398 Words to the World
HON 298 In a World
HON 298 The Meaning of Materials: Economic Geography and Sculpture
MGT 398 New Venture Challenge
MGT 498 Mindful Leadership in Organizations

UCF Chair has logged these courses

VII. Old Business
Follow-up discussion on Writing Proposal

Debby Carroll, Karen Burke, and Liz Kalbfleisch provided substantial and thorough responses to the questions raised in the previous UCF meeting

Concern: Will 200-level ‘R’ courses result in a ‘bottle-neck’ for students?

Evidence:
Data indicate that with current W-requirement, students take 1 of their 3 W’s at the 200 level (which is what the new program would also require). Most students take two W’s at the 300 level. Many students take more than 3 W-courses.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>100 W</th>
<th>200W</th>
<th>300W</th>
</tr>
</thead>
<tbody>
<tr>
<td>400W</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2009</td>
<td>6.1%</td>
<td>27.5%</td>
<td>50.6%</td>
</tr>
<tr>
<td>15.8%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fall 2010</td>
<td>6.9%</td>
<td>32.0%</td>
<td>46.6%</td>
</tr>
<tr>
<td>14.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2011</td>
<td>7.8%</td>
<td>34.3%</td>
<td>45.9%</td>
</tr>
<tr>
<td>12.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2014</td>
<td>4.50%</td>
<td>23.10%</td>
<td>51.90%</td>
</tr>
<tr>
<td>20.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2015</td>
<td>4.10%</td>
<td>21.10%</td>
<td>51.00%</td>
</tr>
<tr>
<td>23.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are currently a sufficient number of 200-level W courses. There are empty seats each semester.
The majority of 200-level W sections do NOT have pre-requisites. Here are the prerequisites for those that do:

**FALL 2015**

<table>
<thead>
<tr>
<th>Course #</th>
<th>PREREQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 260</td>
<td>CHE 121</td>
</tr>
<tr>
<td>COM 236</td>
<td>ENG 112 AND GRADE C OR BETTER IN COM 101, 200, 215, 225, 253</td>
</tr>
<tr>
<td>COM 250</td>
<td>GRADE C OR BETTER IN COM 101, 200, 215, 225, 253</td>
</tr>
<tr>
<td>COM 258</td>
<td>GRADE C OR BETTER IN COM 101, 200, 215, 225, 253</td>
</tr>
<tr>
<td>JRN 201</td>
<td>JRN 200</td>
</tr>
<tr>
<td>MGT 200</td>
<td>BUSINESS OR PRE-BUSINESS MAJOR</td>
</tr>
</tbody>
</table>

Concern: Some majors do not require 400-level courses in the senior year. Students may be off campus student teaching or participating in practica/internships, etc. Therefore, some majors cannot offer 400-level ‘R’ courses in the senior year.

Response: We initially used the 100, 200, 300, 400-level terminology erroneously assuming that the number system was a common language across majors. Our assumption of common terminology was incorrect. The proposed writing program change includes 2 disciplinary reading/writing-intensive courses at the 300 level or above. For many departments, students will take one 300-level and one 400-level ‘R’ course in their major. For other departments, students may take two ‘R’ courses at the 300 level.

Concern: Due to resource limitations, some departments will not be able
to offer a sufficient number of ‘R’ courses for their majors.

Response: This concern seems to primarily stem from the assumption that ‘R’ courses will have the same constraints as the current ‘W’ 1-size-fits all course guidelines. The intention of the disciplinary ‘R’ course is to help students develop reading and writing expertise in their majors. I.E. the purpose of the disciplinary ‘R’ course is to provide distributed reading and writing skill-building and practice. Since one size does NOT fit all majors, the program revision includes individual consultations at the departmental level to help departments identify the reading and writing goals for their majors, develop necessary pedagogy, and incorporate the strategies into their existing curricula.

Some departments may choose to incorporate parts of their reading/writing goals into a series of courses, such that the last in the series satisfies the ‘R’ requirement. Others may opt to include cognate courses or lab courses as satisfying the ‘R’ requirement.

The purpose of this program is NOT to require departments to revise their majors. Rather, we want to help you identify reading/writing goals, and help you infuse the teaching and development of those goals into your existing curricula.

Concern: Will the 200-level ‘R’ be a prerequisite for the disciplinary ‘R’ courses?

Response: Ideally, YES. Since the 200-level ‘R’ course will build on skills acquired in ENG 112, progressing from the general to the disciplinary specific makes the most pedagogical sense. However, departments set prerequisites for disciplinary courses. For example, currently ENG 112 is a prerequisite for all W courses. However, Journalism majors are allowed co-requisite permission for ENG 112 and JRN 200.

Concern: Will the new program pose a hardship for transfer students?

Response: No. The rules for transfer students would not change. Students transferring in 60 credits will automatically have 1 ‘R’ course waived; students transferring in 90 credits will automatically have 2 ‘R’ courses waived. The current option to apply for ‘W’ course waivers will
remain in place for ‘R’ courses. We currently have large numbers of transfer students. The number of waiver applications for the past 4 semesters are:

<table>
<thead>
<tr>
<th>Semester</th>
<th># of W-course waivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>9</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>16</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>15</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>21</td>
</tr>
</tbody>
</table>

We have tried to address the major concerns voiced at the previous UCF meeting and emailed to us. Thank you for your comments and questions. There are some major-specific issues, which will require creative solutions. We are available to meet individually with departments and answer questions, problem solve, and help you to devise your reading/writing goals for your majors. Please let us know if you would like us to meet with members of your program. Our goal is to develop a transparent, comprehensive, integrated reading/writing program that:

- provides sufficient pedagogical support for faculty
- provides skill-building and distributed reading/writing practice for our students
- is integrated across all levels of the curriculum
- does not add credits/time/imposition to our students
- works within the framework of our curriculum structure, without bottlenecks
- is flexible, adaptable, and easy for students and faculty to implement and navigate.

Discussion:
Continued discussion on what it would look like at the department levels; concern for transfer students; and training for adjunct faculty at the department levels. Debby Carroll again offered to meet individually with departments to discuss and develop solutions.

Motion from 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

**Motion:** approved, one opposed, no abstentions
Discussion: 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.

**Motion from the UCF Steering Committee:**

2. UCF endorses the goal of the Writing Program proposal to strengthen reading and writing across the curriculum. UCF charges WACC (in consultation with the Composition Coordinator and the Interim Writing Across the Curriculum Co-Directors) to examine the specifics of the proposal and return with a recommendation.
Discussion
Most spoke in favor of reading and writing at a higher level but there was still concern if there was a need for a program overhaul versus making the existing program work.

**Motion tabled.**

**VIII. New Business**

The UCF Steering Committee asked each member to bring the following two questions back to their respective department to get department-wide feedback and at the next UCF meeting do a sense of the body vote which will determine whether UCF should charge the LEP committee to work on the following:

1. Do you want to reduce the total number of credits of the LEP?
2. Do you want LEPC to look at reducing LEP requirements for transfer students with 60+ credits?

IX. Adjournment

The meeting was adjourned at 10:50 am.

Respectfully Submitted:

Cheryl Resha